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ABSTRACT

This study examines the representation of Western Europe, particularly Germany, in world history, world geography, western civilization, and U.S. history textbooks used in U.S. social studies classrooms. The goal of the study was to identify avoidable imbalances in the representations of Germany and Europe, point to areas in which the portrayals obfuscate rather than enlighten, highlight reasons for problems, and suggest improvements. Among the study's conclusions was that material concerning the period before 1945 tended to be Eurocentric, while Europe virtually was absent from textbook discussion of the postwar period. Many of the books did not question the ideological indebtedness of the United States to Western Europe, treated Europe as a collection of individual states rather than a region, and took the "great men" approach to history. The textbooks often treated the two German postwar states as mere satellites of the East and West and the modern unified German nation as technologically advanced but somehow threatening. The study recommended greater coverage of postwar Europe and increased attention to social history. With regard to Germany, the study called for an emphasis on recent developments, historical traditions, technological prowess, and updated information on World War II. An executive summary and bibliography listing the 16 textbooks analyzed in the study along with 51 references are included. (LBG)

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A Qualitative and Quantitative Analysis

ED354207

EUROPE IN U.S. SOCIAL STUDIES

Textbooks and Teaching Materials

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by

Dagmar Kraemer
and
Manfred Stassen

SO 022 917

A Study for the German Marshall Fund of the United States

EUROPE IN U.S. SOCIAL STUDIES

Textbooks and Teaching Materials

(Case Study: Germany)

by

Dagmar Kraemer and Manfred Stassen

Fall 1991

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Preface

This study was suggested by the participants of the conference on the presentation of Europe and Germany in US Social Studies Textbooks in Madison, Wisconsin (January 1990) and made possible by a generous grant from the German Marshall Fund of the United States (GMF). Furthermore, this investigation gained impetus from the recent dramatic changes in Eastern Europe (end of the Cold War, the Iron Curtain and the Berlin Wall; and the gradual dissolution of the Soviet Empire) and their significance for the United States and the new world order. It seemed propitious to take a dispassionate look at the presentation of Western Europe and, particularly, of Germany in US Social Studies Textbooks and Teaching Materials, in order to assess the extent and the nature of the changes that will become necessary in their next editions. (Eastern Europe was omitted from this analysis because of the existence of a similar study by another group of researchers).[1]

While the study derives its urgency from the more recent political changes in Europe, it is also a contribution to the continuing effort in the field of international textbook research. Traditionally, textbook research has focused on textbook revision, i.e., the identification and elimination of factual errors and prejudices. Increased multi-lateral communication and new methodological approaches have opened up the field of inquiry, and textbook research has undergone considerable change.[2] This investigation has incorporated new quantitative approaches to measure content yet stayed largely within the limits of traditional textbook research. Due to the orientation of the study, the reviewers did not focus on selected topics (or historical events) deemed representative of the content as a whole. Instead, the writers looked at the overall effort and investigated the entire scope and content of Western European coverage in the respective textbooks. This method allows for insights into the charge of "Eurocentrism" while enabling a more equitable and "complete" evaluation of the work.[3]

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[1] Thaddeus V. Gromada, Report of the New Jersey Governor's Comission on Eastern European and Captive Nation History to Governor Thomas H. Kean and Dr. Saul Cooperman (Jersey City State College, [1989]).

[2] See in particular the work of the Georg Eckert Institut for International Textbook Research in Braunschweig, Germany. The Eckert Institute edits the journal "Internationale Schulbuchforschung" (International Textbook Research) which publishes on issues of scientific, educational-didactical and political interest. Its second publication series "Studien zur Internationalen Schulbuchforschung" (Studies on International Textbook Research) focuses on specific problems of international textbook research, conference reports, and documents dealing with bilateral and multilateral recommendations in the area of international textbook research. See also for the development of international textbook research, the brochure Georg Eckert Institute for International Textbook Research (Braunschweig: poppdruck, 1986), pp. 3-8.

[3] This important issue is more fully discussed in the methodological part of the study.

The thrust of the present analysis is to make a modest contribution to remedying a perceived deficit. While the deficit is primarily educational, its implications are decidedly political: they touch upon the next generation's understanding of an increasingly complex world, and of the transatlantic relationship as a major element in this complexity.

Acknowledgements:

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Special thanks go to Dr. Judith Wooster, whose kind advice and encouragement guided the analysis, as well as to Ms. Frances Haley, Executive Director of the National Council for the Social Studies (NCSS), for her support of the study. The authors would also like to express their gratitude to the NCSS for granting the use of their library. In addition, the authors want to thank the American Textbook Council, under the directorship of Mr. Gilbert Sewall who was instrumental in the selection of the texts to be analyzed, and to Dr. John Patrick from the ERIC Clearinghouse for Social Studies/Social Science Education at Indiana University for support and use of their databank. Finally, the authors are grateful for the support and encouragement received from many teachers and curriculum experts in the course of the investigation.

A. INTRODUCTION

This study investigates the presentation of Western Europe in United States Social Studies Textbooks and Teaching Materials. The main emphasis within the study by way of concrete example, however, is on the treatment of German history and the German people. The approach is descriptive as well as analytical, following the criteria for our qualitative analysis (see below). The textbooks to be examined are categorized as follows:

- World History/Global History
- World Geography
- Western Civilization/European Civilization.
- American History

The above fields are all part of "social studies." However, each field is not necessarily offered in all schools, nor is there a fixed grade level at which a particular field is uniformly taught in American junior high and high schools.[1] A nationally mandated curriculum with a prescribed textbook list for US high schools does not exist due, in part, to the American tradition of strong community responsibility. Therefore, individual school districts are often free to determine the scope and sequence of the curriculum. The textbook adoption policy of the individual states mirrors this condition. Even in an "adoption" state, like California, a situation may arise in which each district establishes its own review committee and selects material it considers appropriate.[2]

In spite of the considerable autonomy of the individual states, a survey of the course offerings of the fifty states allows the following generalizations:

a) nationwide, geography is taught on the lower levels, i.e., sixth grade and up;
b) American history is taught in grades 4/5 and, in greater depth including case studies, in grades 8 and 11;

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[1] For a profile of social studies course offerings and requirements, see: National Survey of Course Offerings and Testing in Social Studies Kindergarten - Grade 12; sponsored and published by the Council of State Social Studies Specialists, an affiliate of the National Council for the Social Studies (NCSS) (Washington, DC:1990).

[2] Texas and California are considered the most influential textbook adoption states, since more than 20% of all school children live in the two states. As of December 1990, the California State Board of Education has approved textbooks for grades K-8. At the time of this writing, the state has not yet mandated a basic text for grades 9 through 12. For adoption policy from the perspective of a textbook publisher, see the article by Barbara Flynn, "The Perspective of a High School Social Studies Textbook Publisher"; in: The International Journal of Social Education, 3, (Winter 1989-90), pp. 74-80.

c) world history is offered in grades 5 and up, and mainly in grades 9 and 10;
d) government and civics sometimes feature as a required "Civic Citizenship" course with added significance in those school districts that require a citizenship test for graduation.

Civics and government courses (and textbooks) are usually not comparative in nature and often focus on teaching the basic features of the American political system. Comparative government courses are reserved for college classes or feature as an "elective" for advanced placement courses at the high school level. The same assessment seems to be valid for classes dealing with Western or European civilization. Again, due to the high degree of freedom from central control in the American school system, these findings are generalizations which may not apply to every school district.

World history was the subfield found in almost every curriculum. Therefore, textbooks in this category were given the greatest attention. Global education at the high school level frequently encompasses the study of world history in conjunction with world geography. In the debate for curriculum reform, geographic education has recently been re-emphasized as the field in the social studies curriculum that, due to its twin focus on time and place, offers a more comprehensive approach to cross-cultural education. In addition, the first classroom contact with other cultures often occurs in geography courses. Since geography texts (together with world history texts) lay the foundation for more in-depths global education in the higher grades, textbooks from this category are discussed succeeding the analysis of world history textbooks.

The study then proceeds to the examination of more specific texts, and Western civilization textbooks and American history textbooks are investigated. American history texts were analyzed only in reference to Europe and Germany. To facilitate recognition of the texts within each category, titles of textbooks analyzed are abbreviated. The key identifiers used in the study itself are provided in the headings as well as in the appendix, which includes a list of the texts surveyed with the abbreviations used.

B. METHODOLOGY

B. 1. Process of Textbook Selection

Based on a catalog of the most commonly used textbooks in the field of social studies, as provided by the American Textbook Council and with the help of the library of the NCSS, a list of textbooks was compiled and presented to curriculum experts and teachers for critique and further scrutiny. After these exchanges, a final list of textbooks for analysis was developed and became the basis for this study.

In order to cover a greater range of textbooks and to avoid repetition, the authors selected from this list those texts that exhibited the most divergent approaches. It would be possible to differentiate the texts examined within each category according to the historical or structural approach employed. A textbook like Geography by Arthur and Judith Getis, for example, is representative of the type of geography text that uses geographic themes - population distribution, transportation and communication, development of nations, etc. - as an organizing principle. World Geography by Bacon, instead, uses the regional approach: the world's geography is approached through a discussion of nine regions, beginning with the Northern American continent and ending with Southeast Asia and the Pacific region. Each text, then, represents a different method of teaching world geography. The same is true of the texts in the other three categories.

While a given school district may not be considering one of the specific texts analyzed in this study, it is hoped that the basic analytical approach utilized and the pattern of historical presentation delineated from the analyzed texts will allow a more informed evaluation of social studies textbooks. Indeed, despite the seemingly great variety of texts currently on the market, there is greater similarity than expected.

The working hypothesis of the study is based on the following tacit assumptions:

- Europe, because of the dramatic events over the past 18 months, will assume a renewed importance for US foreign and economic policy in the next decade and, perhaps, the next century. One of the ways to take cognizance of this development is to impart a profile of Europe commensurate with this importance and that is meaningful to an ever changing American school population;

- the presentation of the European heritage in American culture and society in the relevant textbook literature of the past decade and the immediate present does not reflect the current and probable future state of affairs and, therefore, does not prepare the American student adequately for dealing with this vital issue;

- the charge of Eurocentrism leveled against the American curriculum and the textbook literature in the Social Studies, while justified to a large extent on the basis of the current content and scope of European material included in these textbooks, could perhaps be neutralized, to the benefit of all concerned, if a somewhat more differentiated picture of Europe, in its interaction with the US and other parts of the world, were presented.

B. 2. Quantitative Analysis

The twin approach of quantitative and qualitative analysis was chosen as the research technique. This analysis investigates the presentation of Western Europe and Germany in the entire textbook. Naturally, there are certain historical events, such as the French Revolution or the Second World War, which command greater attention than others, and it would have been possible to concentrate on these events as representative of the treatment of the content for other historical periods. The authors assumed, however, that this method would have resulted in a checklist of historical data. This approach would neglect the incorporation of social history which has found increasing importance in recent texts. The applied two-pronged methodology is expected to allow for a better evaluation of textual treatment.

The quantitative analysis was partly undertaken with the hope of achieving an "objective" analytical tool in the highly subjective area of content analysis. We are aware of the fact that the quantitative coverage of an area such as Western Europe, with Germany as a case study, expresses qualitative choices. The quantitative analysis stands, therefore, not as an isolated form of measurement, but is meant to enrich and complement the study's qualitative portion which represents the heart of the study.

At the outset, three different models for measuring "coverage" of the content category Western Europe (and Germany) were tested (see quantitative examples A, B, and C). The applied measure in each model is the number of pages. Quantitative example A shows the distribution of reporting on Western Europe (and Germany) in the different time segments. In the following model B, the amount of pages devoted to text as compared to visual aids - including maps, diagrams, and illustrations - and assignments is recorded.[1] The last quantitative model, example C, shows the distribution according to key concepts. It would be desirable to analyze each textbook by using the three different models, and provide distinct angles to the textbook. Not all models, however, are applicable to the four different Social Studies categories (see introduction). Besides, the quantitative analysis is intended to complement the qualitative analysis without obscuring the view through a fog of figures and percentages. Quantitative model C, which employs key concepts such as conflict and cooperation, requires, above all, highly subjective value judgments and, therefore, defeats the purpose of the quantitative analysis - namely to establish some "objective" basis of measurement.

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[1] This model B was partly derived from a theoretical framework which was presented by Ms. M.Tholey and Mr.H.Noordink at the first international conference of the Association for Supervision and Curriculum Development (ASCD) in Maastricht, Netherlands, October 25, 1990. "The European Dimension in Schoolbooks, Geography and History for 10 to 16 Year-Olds" (Typewritten).

The decision to exemplify, for one text, alternative quantitative models is intended as an illustration of possible choices and also as an inspiration for further work in the development of quantitative models. In the actual analysis, only one quantitative model, namely model A, was used.

The authors are aware that the determination of quantitative coverage of Western Europe, and particularly of Germany, in a text such as world history [2] - which begins with the Stone Age - is problematic. It is misleading to assume the political existence of Western Europe in the Stone Age; likewise, the Germanic tribes did not live in the "Germany" that emerged politically in 1871. The "presentism" critique that is often made in the analysis of the textbooks surveyed, namely the treatment of Germany as a state unit before it came into being, could then also be applied against the authors' quantitative approach itself. Nevertheless, in the quantitative analysis the content elements of Western Europe and Germany are interpreted as geographical units which existed prior to the state building in Europe, and the separation of East and West Europe, due to post-1945 developments, respectively.

In the analysis, the geographical definition of Western Europe comprises today's political units: Britain, Spain, Portugal, the Benelux countries, Italy, Greece, Austria, (West) Germany, Scandinavia, and Switzerland. The quantitative count of the reporting of Germany and German people was based on Germany as dispersed territory; often the quantitative count followed the definition of the textbook authors. The same definition of Western Europe and Germany was applied to all texts; thus, any bias that may have resulted from our methodology was, at least, applied uniformly.

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[2] These issues are discussed in the article by Robert B. Woyach and Richard R. Remy "Strengthening World Studies: The Challenge of Conceptualization, "Social Education (November/December 1988), pp.484-488.

B. 2. 1. Quantitative Example A - Timelines approach with side-by-side Western European/German coverage

Textbook: World History: Peoples and Nations by A.G.Mazour and J.M.Peoples (Orlando: Harcourt Brace Jovanovitch, 1990)

In this quantitative model (see next page for table), which is labelled "timelines approach," the actual coverage of Western Europe is shown side-by-side with the net coverage of Germany. The coverage is expressed in pages as well as in percentages. For example: Western European coverage is 448 pages of 900 pages total in the book (sample frame), or 49.5 percent. Of these 448 pages, roughly 97 pages cover German history, or 10.7 percent. It is possible further to define German coverage within the net Western European sample frame. In fact, this was done in most instances in the quantitative part of the analysis.

The vertical 'content elements' define the broad chronological periods as they appear in the text, from unit 1, "Beginnings of Civilization," to unit 7, "The World since 1945." These and the timelines are adopted from the textbook. These content elements are maintained in the three quantitative models in order to insure consistency and coherence. The timelines approach reveals Western European quantitative coverage to be significant, occupying almost half of the sample frame. Encompassing close to 11 percent (or 97 pages), the coverage of Germany does not appear unusual, or particularly low. Yet a breakdown of the German "national" story in the text demonstrates that 41.2 percent of the coverage involves the two World Wars. Coverage on Germany prior to the outbreak of World War I and post 1945 is almost negligible. In the historical period from 1350 to 1830, net Western European coverage, nominally 29 percent, reaches its peak. German history, on the other hand, is covered on roughly 16 pages, or 3.6 percent. Even in the unit entitled "Development of Industrial Society," the period of German nation-building, German coverage reaches only 4.9 percent of the net European coverage, or as the chart displays, 22.7 percent of total German coverage within the sample frame of 97 pages.

Although the text generally equates Western Europe with England, France, Germany, Spain and Italy, German coverage often barely reaches 20 percent of net Western European coverage (with the notable exception of coverage on the two World Wars). After 1945 Western European coverage declines sharply. Within this reduced coverage, i.e., 15 pages total, coverage of the Federal Republic of Germany amounts to 1.1 percent. It is noteworthy that, on a comparative basis, German quantitative treatment within the coverage on Western Europe has risen after 1945.

Content Elements (Units) Timelines	Total in Pages	W-European Coverage			German Coverage		
		within total cov.	total pages	within W.-E. cov.	within total cov.	total pages	within German cov.
1. **Beginnings of Civilization** ca. 3,700,000 B.C. - A.D. 600	98		-			-	
2. **Mediterranean Civilizations** 2,000 B.C. - A.D. 476	86	(9.5%)	86	(19.2%)	(0.4%)	2	(2%)
3. **World in Transition** A.D. 395 - A.D. 1707	138	(5.7%)	52	(11.6%)	(2.7%)	12	(12.4%)
4. **Emergence of Modern Nations** 1350 - 1830	164	(14.4%)	130	(29%)	(3.6%)	16	(16.5%)
5. **Development of Industrial Societies** 1600 - 1900	150	(11%)	100	(22.3%)	(4.9%)	22	(22.7%)
6. **World Wars in the Twentieth Century** 1882 - 1935	112	(7.2%)	65	(14.5%)	(8.9%)	40	(41.2%)
7. **The World since 1945** 1945 to present	152	(1.7%)	ca.15	(3.3%)	(1.1%)	5	(5.2%)
Sample frame (in pages)	900	(49.5%)*	448	(99.9%)	(21.6%)	97 (10.7%)	(100%)

* Numbers rounded off.

B. 2. 2. Quantitative Example B - Content category Western Europe/Text and Illustrations Breakdown

Textbook: World History: Peoples and Nations by A.G.Mazour and J.M.Peoples (Orlando: Harcourt Brace Jovanovitch, 1990)

This quantitative approach was modelled after the theoretical framework for textbook analysis, as presented at the conference of ASCD in Maastricht. For the purpose of this analysis, a couple of content elements were altered. The vertical parameters are identical to the ones employed in the previous quantitative approach, quantitative example A.

In the chart (see next page), example B, the content category is Western Europe. The content elements are again the units 1 - 7 broken up into text, timelines, illustrations, assignments, maps, and special features. The quantitative figures represent the total surface area of the textbook layout. The surface area is measured in pages. The figure in brackets quantifies the absolute number of maps or timelines in the text, regardless of their size. For example: Of the total page surface area available in content element No. 2: "Mediterranean Civilization" (nominally 86 pages), a total page surface area of 1.25 pages is devoted to timelines and charts. This 1.25 page surface area is composed of five timelines and charts. Likewise, the total surface area for illustrations corresponding with the regular text amounts to eleven pages, the absolute number of illustrations in the text (regardless of size) amounts to 24. The "special features" also include illustrations. These illustrations are not included in the third column labeled "Illustrations without maps." Instead the figure in brackets in the "Special Features" column shows the absolute number of illustrations within the category "Special Features." Again, using content element two as an example, of 86 possible pages, Special Features occupy the space of 12 pages; within these 12 pages, 25 illustrations can be found.

This model enables a quantitative breakdown of the relative amount of visual aids in the textbook and their ratio to text. In addition, the relative quantity of "special features", which are often devoted to skill enhancement, can be determined. The breakdown in time segments further illustrates where the text relied more on illustrations to support and enrich the historical account, and where skill training was stressed.

The difference may at times be slight but it appears that in the units 4 and 5, "Emergence of Modern Nations" and "Development of Industrial Society," respectively, the authors made extensive use of illustrations and special features. In absolute figures, 83 illustrations were displayed and 41 special features. (In these two units, however, German history tends to be underrepresented). The unit "World War in the 20th Century," on the other hand, shows relatively little usage of visual aids and relies more on text and special features to reinforce the historical account. The illustrations in unit 6 are also larger in surface than usual: eleven pictures occupy an area of nine pages.

Content Elements (Units)	Total pages	Text	Time-lines/ Charts	Illustrations w/out maps	Assignm.	Maps	Special Features
1. Beginnings of Civilization	-	-	-	-	-	-	-
2. Mediterranean Civilization	86	45.5	1.25(5)*	11(24)	12	4.25(10)	12(25)
3. World in Transition	52	29.75	0.5(2)	6(18)	6.5	3.25 (9)	6(9)
4. Emergence of Modern Nations	130	68.5	3.5(7)	20(45)	14.25	8.75 (11)	15(25)
5. Development of Industrial Soc.	100	49.25	2.25(6)	17.5(38)	15	3.75 (7)	12.25(16)
6. World Wars in the 20th Century	65	33	1(4)	9(11)	7.5	4 (8)	10.5(17)
7. The World since 1945	15	7.5	0.25(1)	3(8)	2	1.75 (3)	0.5(1)
	448	233.5	8.75(25)	66.5(144)	57.25	25.75 (48)	56.25(93)
Distribution % of visual aids and text within coverage on W-Europe	100%	52%	2%	14.8%	12.8%	5.8%	12.6%

B. 2. 3. Quantitative Example C - Content category Germany/Economic-scientific-cultural-religious-conflict dimension and visual aids

Textbook: World History: Peoples and Nations by A.G.Mazour and J.M.Peoples (Orlando: Harcourt Brace Jovanovitch, 1990)

The third and last model uses Germany as content category. As in the previous quantitative approaches, the content elements 1 through 7 are maintained. Furthermore, the same geometric model is employed to specify surface area. The sample frame of German coverage amounts to 97 pages; the first column displays the coverage of German history in the respective content element 1 through 7. The second, third, and fourth columns show the distribution of these total pages through text, illustrations, and maps. (In order to show German coverage on maps without inflating coverage, the maps were apportioned).

Columns 5 through 9 introduce a qualitative dimension, as they apportion text and illustrations in context dimensions. The figure in brackets stands for illustrations. To demonstrate the system, content element No.4, "Emergence of Modern Nations," is used as an example: total German coverage in unit 4 amounts to 16 pages. Of these 16 pages, 11.5 are text, the sum of the illustrations is 3 pages, and the relative space occupied by maps are 1.5 pages. Text and illustrations (a total of 14.5 pages) are then correlated to the context dimension. The following picture emerges in our example: roughly one page is devoted to economic affairs, one page total relates to science, and half of a page shows a science related illustration; one page is devoted to cultural concerns accompanied by pictures which measure up to 1.5 pages; roughly four pages are on religion, and half a page shows a religious leader or religious emblem; a total of 4.5 pages describe German history in conflictual, i.e., military terms, accompanied by half a page in visual aids.

The above model does not lend itself well to an analysis of a specific time period. However, the model is useful for investigating underlying patterns in the historical account. In the case of Germany, an emphasis of conflict and less overall usage of illustrations is noticeable. Reporting on cultural and economic affairs appears balanced. In the post-WW II years emphasis was placed on the German economic development. It should be noted that the conflict dimension in the reporting on the Federal Republic of Germany is largely due to the repercussions of World War Two, in particular the Nuremberg Trials.

Content Elements (Units)	Total pages	Text	Illustrations w/ out maps	On Maps incl.	Economic Affairs	Science	Cultural* Concerns	Religion	Military Conflicts
1. Beginnings of Civilization	-	-	-	-	-	-	-	-	-
2. Mediterranean Civilization	2	1	0.5	0.5	-	-	-	-	2
3. World in Transition	12	10	1.5	0.5	3(1)	-	2.5(1)	2	3
4. Emergence of Modern Nations	16	11.5	3	1.5	1	1(0.5)	1(1.5)	4(0.5)	4.5(0.5)
5. Development of Industrial Soc.	22	18	3.5	0.5	3	5(1.5)	3(0.5)	1	6(0.5)
6. World Wars in the 20th Century	40	35	3	2	5(1)	1	8	-	21.5(1.5)
7. The World since 1945	5.25	2.5	2.25	0.25	1.5(0.75)	-	0.75	-	0.75(1.25)
	97**	78	13.75	5.25	16.25	9	19.25	7.5	41.5

()= visual aids

* The cultural dimension encompasses the fine arts, i.e., music, literature, painting, and also the system of government and social organization. Science and technology include the hard sciences and developments in modern technology.

**The figures will not neatly sum up to total pages of 97 but to 98.75 pages. This is mainly due to rounding off the spaces made for visual aids to make them "fit" into full pages.

B. 3. Qualitative Analysis

The following criteria served as guidelines in the qualitative analysis. While it was generally attempted to examine every book by applying the criteria separately, an individual analysis may have warranted the fusion of two or more criteria.

Mode of Presentation - This criterion mainly yields a presentation in descriptive terms and concerns physical characteristics and formatting (or layout) of the texts surveyed, as well as the degree of the authors' assertiveness. Maps, charts, graphs, timelines, documentary and other pictures, and even political cartoons, have become a staple in almost all textbooks. The relationship between text and visual aids, however, varies. Other features include chapter summaries, chapter and unit review questions, glossaries, reading lists, and "special section" adjuncts. The special section features are usually roped-off sections which stress skill activities, or they provide case studies. The present study will only take note of these features and not comment on their overall didactic merit. Moreover, they are interpreted as a text-accompanying and at times text-reinforcing feature; the main emphasis of the study remains on the text.

Coverage - While the nature of the subject matter defines the contents of the individual textbook, a choice has to be made as to what historical event should be presented, whose country's history should be told, and what part of that history. For the purpose of the analysis, imbalance and selectivity in the presentation of Western Europe were identified as deficiencies. The study investigates which historical time units are emphasized within the textbook sample frame and attempts to show hidden patterns of the selection, where discernible. The findings of the quantitative analysis for the respective textbook are particularly instrumental in the application of this criterion.

Accuracy - Historical debate thrives on controversy and the presentation of, at times, conflicting factual information. Although there may be no "accurate" reading of history per se, the textbook is called upon to provide facts accurately and timely. In the current educational debate, textbooks have come under close scrutiny; publishers have been criticized for "dumbing down" texts in order to accommodate the perceived needs of the market.[1] A related critique has charged the basal textbook with the "packaging of the past for popular consumption,"[2] leading to a superficial and inadequate coverage of the content material. A couple of textbook evaluation panels, consisting of distinguished scholars in the field and other interested individuals, have devoted considerable time and effort to define and remedy the perceived shortcomings of selected texts.[3] The authors are aware of the general concern for textbook quality which finds expression in the ongoing debate. For the purpose of this study the reviewers looked for those recommendations that appeared most pertinent to the subject. The criterion of "Accuracy" is most broadly defined to encompass a complete portrayal of history, linked to authoritative research. In addition, the study attempted to trail "simplistic generalizations" [4] that, even when factually tenable, may lead to inaccurate inferences.

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[1] National Commission on Excellence in Education, A Nation at Risk (Washington, D.C.: Government Printing Office, 1983), p.21. See also: Gilbert Sewall, American History Textbooks: An Assessment of Quality (New York: Educational Excellence Network, 1987).

[2] Donald S. Detwiler,"National Socialism, World War II, and The Holocaust: A Case Study Of American History," Internationale Schulbuchforschung, 4, 1982, p. 152.

Context - Closely related to the mode of presentation is the question of context. A textbook review panel of noted historians and educators [5] has declared context as one of the canons of history and historiography, requiring that "terms, practices, and quotations are embedded clearly in the historical contexts of place and time and that presentism be avoided. Students are able to see the complexity of real situations and the importance of context; the particulars are not reduced to instances of the general. Further, the meanings and judgements of the present are not imposed unfairly on events of the past."[6]

The contextual interpretation of history is indeed one of the key challenges of textbook writing and no small accomplishment if achieved. In the presentation of world studies the challenge is even more formidable, because not one singular history is told but the stories of many nations. Behind this cliche hide a number of conceptual dilemmas. The major problem concerns the meaningful integration of regional history into world history without subordinating the national history to make it "fit" into some larger historical pattern. In short: the two challenges, defined as "presentism" and "generalism", are identified as criteria.

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[3] Kathy Postel Kretman and Barbara Parker, "New U.S. History Texts: Good New and Bad," Social Education (January 1986), pp. 61-63. See also, Carl R. Siler, "United States History Textbooks: Cloned Mediocrity," The International Journal of Social Education, 3, (Winter 1989-1990), pp. 10-31. For an analysis on the coverage of Eastern Europe in US textbooks, see Gromada, Report of the New Jersey Governor's Commission on Eastern European and Captive Nations History.

[4] Detwiler, pp. 151-155.

[5] In 1985 People for the American Way assembled a panel of historians and educators to discuss and develop possible educational criteria. In the course of debate the panel selected eight criteria for evaluating US text books. See Kretman and Parker, New U.S. History Texts, p.62.

[6] Ibid.

Slants and Biases - Traditionally, international textbook research has concentrated on tracking down negative images and prejudices.[7] This attempt was perceived as a need to counter negative national images and thus promote international cooperation. In 1949 UNESCO established a number of guidelines for peace education.[8] National images, however, have shown great resilience; their use has assumed greater subtlety and even, in some cases, experienced an interesting twist in the form of positive stereotyping.[9]

It has been argued elsewhere that, due to their order- providing function, stereotypes are a permanent feature and may even, as a first step, be "necessary for us to come to terms with knowledge and the necessity to act."[10] Whether in fact, "stereotypes are therefore the first step in the early stages of understanding,"[11] or the step where further understanding ceases, will not be the focus of this study. Considering that the world history course represents an opportunity (and may be the only one) for American pupils to learn from a disinterested source about other countries, the world history textbook assumes an added responsibility. The following definition developed by the Wisconsin task force for curriculum planning under the leadership of Michael Hartoonian is used as a criterion for stereotyping and quoted in full for its concise reasoning:

"Stereotyping assigns only traditional and rigid roles or attributes to a group, thus limiting the abilities and potential of that group or denies students a knowledge of the diversity, complexity, and variations of any group of individuals."[12]

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In evaluating the presentation of Western Europe in the respective texts, some criteria were given greater emphasis than others. The evaluation of each text within its category was further facilitated by the chosen method of looking at the overall effort. This approach allows for greater flexibility and, as was argued before, enables a more equitable evaluation of the entire text. This flexibility, on the other hand, stands in the way of a straightforward comparison between texts. Nevertheless, the objective of the analysis is not to determine the most accurate, unbiased, and contextually successful text. This undertaking is bound to fail, if only because of the reviewers' bias. The objective of this analysis is to take inventory and, at the same time, point out structural strengths and weaknesses. If in the course of the analysis common weaknesses emerge, they will be discussed in the concluding statements at the end of each subchapter.

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[7] See for the development of international textbook research the article by Hanna Schissler, "Limitations and Priorities for International Social Studies Textbook Research," in: International Journal of Social Education, 3, (Winter 1989-1990), pp. 81-88.

[8] Ibid., p.82.

[9] Hanna Schissler, "Perceptions of the Other and the Discovery of the Self. What Pupils are Supposed to Learn about Each Other's History," in: Volker R. Berghahn and Hanna Schissler (eds.), Perceptions of History, (Oxford,New York:1987), pp.33ff.

[10] Schissler, "Limitations and Priorities," p. 86.

[11] Ibid.

[12] Michael Hartoonian, A Guide to Curriculum Planing in Social Studies (Wisconsin , Madison:Department of Public Instruction, 1990), p. xi.

C. CASE STUDIES

C. 1. World History Textbooks

Introduction

World history courses are taught at different grade levels in United States high schools. As the comparison of course offerings of the individual states shows, this course is usually offered at grades 5 and higher.[1] In spite of recent efforts to strengthen global education in the classroom, world history is not a required course.

The world history texts analyzed are so-called basal textbooks which endeavor to cover the history of mankind in a single text, with instructional aids for the teacher and for the pupil. Traditionally, "world history" has meant the history of the Western world, with non-Western civilizations receiving only scant attention. In the last decade, however, demands of minorities for greater inclusion of non-Western civilizations in the textbooks has lead to a diminished "Western" presence in basal texts.

The following investigation first traces the quantitative coverage of the West (excluding the United States) in selected basal textbooks, thus investigating in purely quantitative terms the degree of the Western European presence in the texts. In a second step, the reporting on Europe is analyzed by applying the qualitative criteria as defined in the methodology. The selected basal textbooks are all of recent writing. Moreover, our findings during the textbook selection process have shown that texts from the 1960s and 1970s have such a high proportion of Western European coverage that they hardly qualify as "world" history (or world civilization) texts proper.

The selected basal texts are written for different grade levels. Few texts state explicitly a recommended grade level. Instead, most texts are categorized according to "reading levels" and "readability" formulas which make them suitable for a range of grade levels. The designation of levels of "readability" allows current textbooks to address better the realities of the modern classroom. In this analysis, the world history texts selected were mostly written for the lower grades and for students at the middle-school/junior high school level. There are, however, some relevant variations in the determined reading levels. A ranking of the textbooks analyzed according to the complexity of sentence structure and required abstraction level, from the lowest to the highest level, reads as follows:

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[1] See National Survey of Course Offerings.

1. Human Heritage, A World History, by Miriam Greenblatt and Peter S. Lemmo (Columbus, Ohio: Merrill Publishing Company, 1989), 696 pages. Referred to as Human Heritage.

2. World History by J. Reich, M.Krug, E. Biller (Austin: Holt, Rinehart, Winston, 1990), 832 pages. Referred to as World History.

3. World History, Perspectives on the Past, by Steven L. Jantzen, Larry S. Krieger, Kenneth Neill (Lexington, Massachusetts: D.C.Heath and Company, 1990), 850 pages. Referred to as Perspectives.

4. History and Life: The World and Its People, Third Edition, by T. Walter Wallbank, Arnold Schrier, Donna Maier, Patricia Gutierrez-Smith (Glenview, Illinois: Scott, Foresman and Company, 1987), 798 pages. Referred to as History and Life.

5. Links Across Time and Place, A World History by Ross E. Dunn [Senior Author], Dorothy Abrahamse, Gary Davison, Edward Farmer, James J. Garvey, Denny Schillings, David Victor, William H. McNeill [Senior Consultant], (Evanston, Illinois: McDougal, Littell & Company, 1990), 828 pages. Referred to as Links.

6. World History: Peoples and Nations by A.G.Mazour and J. M.Peoples (Orlando: Harcourt Brace Jovanovich,1990), 903 pages. Referred to as Peoples and Nations.

In addition, there is less of a difference noted between Human Heritage by Lemmo et al. and World History by Reich et al. than the ranking suggests. Peoples and Nations by Mazour and Peoples, on the other hand, represents the basal text with the highest required reading level. Its level of sophistication cannot be fairly compared to that, for example, found in Human Heritage. Among the World History texts surveyed, Links by Dunn et al. has taken the most unconventional and "modern" approach. Unlike other texts Links does not clearly separate between "Western" and "non-Western" history, but proclaims to portray the frequent interaction and exchange between the civilizations. In the case of Links, the textbook authors' view of human history is reflected in the title of the textbook. In most textbooks, the authors' introductory statement indicates the authors' point of view and the focus and objective of the text.

The discussion of the case studies follows the pre-determined ranking and is always preceded by a quantitative breakdown of the specific text. It should be noted at the outset that textbooks are rarely the work of a single author but represent the efforts of several textbook authors, teachers and content consultants.

C. 1. 1. Human Heritage, A World History by Miriam Greenblatt and Peter S. Lemmo (Columbus, Ohio: Merrill Publishing Company, 1989), 696 pages. Referred to as Human Heritage.
Human Heritage, A World History, Annotated Teacher's Edition by Miriam Greenblatt and Peter S. Lemmo (Columbus, Ohio: Merrill Publishing Company, 1989), 213 pages. Abbreviated ATE.

Introduction: The authors have outlined six program objectives which range from the obvious, i.e. to present world history, to the more ambitious endeavor of helping students understand causal relationships and draw inferences.(ATE, p.T14) Reportedly, Greenblatt and Lemmo have used an interdisciplinary approach and the findings of sociology, philosophy, and anthropology.(Ibid.) Human Heritage is a basal text and designed for use at the middle-school/junior high school level.

The introduction to the student opens with the following quote from Cicero: "Not to know what happened before one was born is to remain a child." In the succeeding text the notion of historical knowledge as prerequisite for understanding the present is emphasized.

Mode of Presentation - The language is suitable to a lower grade level. History is presented in narrative form with great attention given to national myths (see context and accuracy). The sentence structure is simple and the sentences are short. The language is usually vivid, but towards the last third of the text slightly bland.

As in most basal textbooks for the lower grades, Human Heritage provides a variety of pedagogical aids. The main text is broken down into twelve units which discuss a broad theme linked to a specific historical period. The units are divided into chapters featuring a chapter topic and a list of objectives. The chapter itself is further apportioned into subsections. The subsections, chapters, and also the units themselves contain sets of review questions. The units are summarized in the end-of-unit review section; also listed are suggested unit projects for the student.

Augmenting the main body of text are three distinct types of special features: Two-page "Cultural Close-Ups" discuss "cultural insights into people or events"; "People in History" present biographical sketches of great men and women; and one-page "Map skills" emphasize the significance of geography. The text features a multitude of illustrations which vary in format and also include drawings of the kind found in picture-books. The ratio of basic text to illustrations almost amounts to 1:1, excluding the review questions and including maps.

Coverage - Almost two thirds of the text is devoted to the period of history prior to 1475. This high premium on ancient history and the Middle Ages is explained in the teacher's annotated edition as an effort to comply with "the curriculum needs for students at the middle-

Content Elements (Units)	Total Pages	W-European Coverage			German Coverage		
Timelines		within total cov.	total pages	within W.-E. cov.	within total cov.	total pages	within German cov.
1. Place and Time **2. River Valley Civilizations** **3. Ideas & Armies** 3,000,000 B.C.- 1500 A.D.	148	(0.9%)	6	(1.8%)	(0.2%)	0.75	(1.7%)
4. The Greeks **5. The Romans** 2800 B.C. - 1140 A.D.	114	(16%)	107	(31.3%)	(0.3%)	1	(2.2%)
6. Early Middle Ages **7. Emergence of New Empires** **8. Late Middle Ages** 375 - 1475	168	(16.2%)	108	(31.6%)	(6.4%)	22	(48.7%)
9. Beginning of Modern Times **10.Changing World** 1270 - 1890	112	(11.8%)	79	(23.1%)	(3.2%)	11	(24.3%)
11. Nations and Empires 1784 - 1909	58	(3.2%)	21	(6.1%)	(0.7%)	2.5	(5.5%)
12. Twentieth Century 1905 - 1986	67	(3.2%)	21	(6.1%)	(2.4%)	8	(17.6%)
	667	(51.3%)	342	(100%)	(13.2%)	45.25	(100%)

school/junior-high-school level."(ATE, p.T16) In quantitative terms this editorial decision results in a 121 page discussion of Western European history covering the period of 1270 A.D. to the present. Considering the high ratio of illustrations to text, the actual space given to the recount of history is considerably less than the figure might indicate. Less available space however, translates into higher selectivity. The following discussion of coverage will highlight the topics and areas that were considered noteworthy in Human Heritage.

The first unit relates to the significance of geography as a basis for human development and the course of history. The interaction between people and the environment is documented in various examples. In the discussion of "Climate in History," the Russian winter exemplifies the effect of climate on the outcome of war. The paragraph on the Russian winter is accompanied by a documentary picture of a German truck stuck in the mud and a quote from German soldiers who claimed that the German army was beaten by "General Mud."(TB, p.16)

The second unit discusses the river valley civilizations in the Middle East, South Asia, and China. The emerging empires in Africa and the Americas are discussed in the third unit together with the Hebrew and Phoenician civilizations. Unit one through three constitute 22.2 percent of total text. European coverage is minimal and is derived mostly from allusions to present day Europe. German coverage stems from reference to the Second World War.

The Greek and Roman civilizations are comprehensively discussed: coverage of the Mediterranean civilizations amounts to almost one third of total Western European history, nominally 31.3 percent. The quantitatively strong coverage of early Greek and Roman history, however, correlates numerically to the presentation of the Middle Ages. Moreover, the Middle Ages are discussed on 108 pages, and measure 31.6 percent of Western European coverage.

The emphasis on earlier European history has not led to a "disappearance" of German history, but necessitated a shift to the early Germanic kingdoms. Almost half (namely 48.7 percent) of German history in the text occurs before 1475. Considering that 64.7 percent of the text concerns the historical period prior to 1475, German coverage may appear still comparatively low. The difference, of course, is due to stronger coverage during and before the two World Wars.

The Early Middle Ages are presented in four units which outline the life and history of "The Germans," "The Franks," "The Irish and the Anglo-Saxons," and lastly "The Vikings." Of all the textbooks included in this analysis, none featured this explicit examination of the different European tribes. This "tribal-specific" approach -which may not even be called tribal because "the Germans" as one tribe did not exist, instead the Germanic people consisted of a multitude of tribes- is also a reflection of the text's emphasis on "people" and their daily lives. The discussion on the Germans is organized into subchapters titled "village life," "warriors," "law," and the German migrations.(TB, pp.264-273) The Franks are identified as a Germanic people, who "lived along the Rhine River in what is now West Germany."(TB, p.275) "The Franks" are discussed in subchapters featuring the Frankish rulers "Clovis," "Charles the Hammer," "Charlemagne," and life in Charlemagne's Empire.(TB, pp.275-287) Likewise the Anglo-Saxons and the Vikings are described by providing accounts of their daily activities, their religion and foreign adventures.(TB, pp.289-308)

Feudal society, knighthood and manor are described largely from a perspective that is not nation-specific. After the discussion of the influence of the Catholic church in the Middle Ages, the text proceeds with the rise of trade and towns in Venice and Flanders. The emphasis on "Daily Life" is also noticeable in the discussion of the conditions in the towns.

Otto I, as Human Heritage asserts, set up a Christian Roman Empire in Western Europe through the fusion of spiritual and political power. His successors, reportedly, faced stiff resistance by the papacy and the Italian nobles. The authors, however, do not mention the struggle for lay investiture between the German emperor and the pope but instead focus on Frederick I, Frederick II and Maximillian I. Each emperor signifies an important epoch or development in German/Austrian history. With the exception of Charles II (the German emperor during the Reformation), Frederick II (1209) is the last German king mentioned by name until King William of Prussia.

The unit on the late Middle Ages closes with the rise of monarchies in Western Europe. The French national development is traced back to the Capet dynasty. Furthermore, a number of French kings are briefly identified according to their deeds. In the same brief fashion, the English constitutional development is outlined with highlight on the Magna Carta. The unification of France and England was allegedly achieved because of the Hundred Years War.(TB, pp.417-418)

After a brief discussion of the Reformation inspired by Martin Luther, the text turns to the Thirty-Years-War which reportedly brought great hardships onto the German people. "After this war, Europeans no longer fought over religion. Instead, nations tried to gain power through trade and expansion overseas."(TB, p.464)

The French Revolution is described within the context of the civil wars in England in the seventeenth century and the American revolution in the eighteenth century. After a comparatively detailed presentation of the Industrial and scientific revolutions, the text touches upon Napoleonic Europe and the Congress of Vienna. Human Heritage emphasizes the contagious nature of the French Revolution which the Congress System failed to contain. Subsequently, three groups -identified as liberals, socialists and nationalists-reportedly emerged in Europe and opposed the prevailing system. (TB, p.566)

Lemmo and Greenblatt discuss the unification of Germany on one page with a side panel showing the German composer Richard Wagner. The accompanying page displays an art reproduction of the coronation of King William I of Prussia in the Hall of Mirrors at Versailles. The description of German unification focuses on Bismarck's preference for a "blood and iron policy." Apart from Richard Wagner, the eminent German poets, Johann-Wolfgang von Goethe and Friedrich Schiller, are mentioned by name as "German poets and writers" who "wrote about German nationalism."(TB, p.574) The account regarding the belated German unification, and

German artists' support of unification, is left vague. Bismarck's "blood and iron" policy, on the other hand, is defined in detail as a policy that utilizes and sanctions aggression abroad to further national unity. Since the failed revolution of 1848 is not included in this account of German unification, the notion of a German liberal tradition is missing.

Moreover, the discussion of German unification is pervaded by a sense of impending disaster. The preceding presentation of Italian unification had initially established this premonition of catastrophe. In both instances Human Heritage ominously reminds the reader that with the unification of Germany and Italy the once successful balance of power in Europe became increasingly fragile.(Ibid.)

The period of nation building in Italy and Germany, as well as the expansion of European powers, is discussed on 58 pages, nominally 6.1 percent of total European coverage. On a comparative basis, the coverage of nineteenth century Europe in the text is low. Considering that Human Heritage has devoted two thirds of Western European coverage to the period of history prior to 1475, the nineteenth century does not appear to be underrepresented. The text's brief description of twentieth century Western history is rather unusual. Although the major focus is still on the first half of the twentieth century, the overall coverage of the period from 1914 to 1945 is uncharacteristically low.

The authors briefly touch upon the first half of the twentieth century: World War I, the interwar period, the rise of fascism, World War II, and the afterwar period are approached on less than twenty pages total. The discussion of the First and Second World War is, therefore, more of a summary than argumentative in nature. The question of responsibility for World War I is not approached, instead the alliance system, in the most general terms, is provided as a reason for the First World War. The Peace Settlement is briefly described, but the text emphasizes that "for the most part, President Wilson's peace plan was not followed."(TB, p.607)

Due to the Great Depression people reportedly lost trust in democracy; the states with the least long tradition of democratic government opted for dictatorships. (TB, p.608) Concerning Nazi Germany, Hitler's rise to power is not explained. Initially, the text describes the special attire of the Nazis, the swastika as their symbol, and the weapons they used to beat up political opponents. Subsequently, the policy of coordination (Gleichschaltung), and its destruction of the democratic state is recorded. Lastly, Hitler's racial anti-semitism and the Nuremberg trials are touched upon. Generally, the authors have not used foreign or special policy terms. The policy of coordination, for example, is described but not specified by its term; the same is true for the pre-war appeasement policy.

After a brief outline of the course of the Second World War, the authors discuss, in passing, Germany's use of slave labor and concentration camps. The Nazi program of genocide emerged

"at the start of World War II, [when] special German forces killed hundreds of thousands of Jews in Poland and the Soviet Union. However, Hitler felt that Jews were not being killed fast enough. So, he ordered six concentration camps to be equipped with poison gas chambers and cremation ovens to burn dead bodies."(TB, p.615)

The teachers annotation stresses the existence of Jewish organized resistance in several concentration camps and provides the example of the Warsaw ghetto uprising where "for nearly one month, about 1,000 Jews with homemade bombs held off 5,000 German soldiers armed with machine guns and tanks."(Ibid.) The Poles and the Russians are listed as other groups that were singled out for harsh treatment by the Nazis and who were forced to work in slave labor camps and in German factories. (Ibid.)

There is no reporting on German resistance or resistance to German rule in Nazi occupied countries. The Japanese aggression against civilians is briefly presented in the same subsection that deals with the Holocaust. The last paragraph provides the verdicts of the Nuremberg trials. "Of the 22 Nazi leaders who were tried, 11 were sentenced to death. Of the 25 Japanese leaders who were tried, 7 were sentenced to death."(TB, p.616)

World War II brought about a significant status change for Western Europe. Western Europe, as Greenblatt and Lemmo assert, had abdicated its role as world leader with the loss of empires and colonies, the division of Europe and, most importantly the rise of the two superpowers. Reportedly, the economies soon recovered due to the Marshall Plan and later the creation of the Common Market. Human Heritage discusses Western Europe after 1945 **on less than two pages**. While France and Britain disappear entirely from the historical account after 1945, the authors focus on the events in Berlin and the Cold War.

Prior to modern times the historical narrative dwells on national myths and often reads like a fairytale. After 1500, however, the tone of writing turns increasingly drab and historical data are recorded in summary fashion. The treatment of the First World War, the interwar period, and even Hitler's rise to power are instances in which the authors engage a mostly uncontroversial enumeration of events and cause-and-effect relationships.

The absence of reporting on Western Europe after 1945, with the exception of Cold War related events, confirms this trend of Europe towards oblivion. Due to the repercussions of the Cold War, namely the Berlin crisis, West Germany is the only Western European country which is mentioned again after 1945 in Human Heritage.

Coverage of West Germany - Germany after 1945 is identified as West Germany and East Germany. The last entry in the category "Germany" that is listed in the index reads "World War II." There is no reference in the index to West or East Germany. In the text proper the division of Germany is mentioned in a paragraph on Berlin, i.e., the Berlin Blockade of June 1948. The authors assert that the Soviet Union was opposed to the merger of the different zones of occupation and therefore closed off land and water traffic to Berlin. Subsequently, the Allies countered this policy with a gigantic airlift which lasted for almost one year and induced the lifting of the blockade.

"After the Berlin blockade, the western powers came to believe that the Soviets wanted to control Europe. Because of this, the United States, Great Britain, and France joined with nine other countries in 1949 to form the North Atlantic Treaty Organization (NATO)."(TB, p.636)

In 1961 Berlin is again reported as having become a source of tension due to the decision of the East German government to build "the wall." (TB, p.638) Reporting on Western Europe closes with a color photograph of the Berlin wall which is called "the symbol of the division of Europe between Communist and Western nations."(TB, p.638)

This last reference to Western Europe and Germany also describes the general evaluation of East Germany in the text. Rather than drawing its legitimacy from its people, East Germany is identified in Human Heritage with the "Wall." This interpretation of East Germany as an artificial construct is also noticeable in other texts. It is further interesting to note that this image of artificiality rarely extends to West Germany but only to East Germany.

Context and Accuracy - In the program rationale, as well as in the program objectives, the authors have announced their intention to make the student aware of causation, i.e., the notion that historical events and developments do not happen in isolation but are based on certain sets of circumstances. (ATE, p.14) This objective was achieved in a few instances in the text and it also led to greater consideration of geography as an element that mediates political relationships. In a number of cases, however, the authors have replaced complex historical developments with a simplistic mono-causal explanation. The text, for example, appears to confuse nationalism with the creation of national unity itself. For instance, the Hundred Years' War between France and England is approached in three parts: an introduction, a subsection titled "Joan of Arc" and another subsection titled "Results of the War." The subsection on Joan of Arc is slightly larger than the last one dealing with the consequences of the war. Nevertheless, the result of the Hundred Years' War is presented as follows:

"Both France and England were changed by the Hundred Years' War. By 1500, the last French feudal territories were under the king's rule, and France was unified. England, too was unified by the war, but its monarchy was weakened."(TB, p.418)

The assessment that France and England were each unified because of the Hundred Years' War in the fourteenth century is further reinforced in the chapter review summary which establishes this cause-and-effect relationship: "Because of the Hundred Years' War, both France and England were unified and the common people became more important." The Hundred Years' War, however, is only one factor in the state building process of France and Britain. It fostered national sentiment which, however, in itself does not lead to a unified government. In addition, there are significant differences between the national development of France and Britain.[1]

Moreover, as McKay et al. have asserted,

"No one in France wanted a national assembly. Linguistic, geographic, economic, legal, and political differences were very strong. People tended to think of themselves as Breton, Norman, Burgundian, or whatever, rather than French. Through much of the fourteenth and early fifteenth centuries, weak monarchs lacked the power to call a national assembly. Provincial assemblies, jealous of their independence did not want a national assembly...Finally, the Hundred Years' War itself hindered the growth of a representative body of government."[2]

A one-dimensional approach is noticeable in many unit summaries. This leads to handy but incorrect generalizations. The end-of-unit review on the Middle Ages, for example, states that: "During the late Middle Ages, strong national governments developed in France, England, Germany, and Spain. They laid the foundation of modern western Europe."(TB, p.428)

While national governments developed during the late Middle Ages in France, England, and Spain, the Germans failed to set up a national government and thus failed to achieve national unity. Indeed the belated German unification (as well as belated Italian unity) is often quoted as the decisive factor of German history. In the text the Late Middle Ages are connected and identified with the development of national governments, and different historical paths are overlooked. The attempt to compress complex historical developments into catchy one-liners is likely to cause historical misinterpretation and, perhaps, false statements.

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[1] England achieved national unity at the hands of a foreign invader, namely in 1066 through William Duke of Normandy who laid the base for a strong monarchy. William and the succeeding Norman kings, however, depended on the cooperation of the English archbishops and the English nobility; therefore they established the practice of consultations, or parlays which later became the basis of the English parliament. The medieval English parliament was, unlike the French Estates, national and its members were elected (and voted) individually across caste divisions. The English Parliament, however, was only one factor that encouraged centralization and strengthened a sense of nationhood. The period of nation-making lasted several centuries in England; unity was not achieved through the Hundred Years' War. The Hundred Years' War, in fact,constituted a temporary delay in this process since the return of the English nobility from France triggered intermittent civil war in England continuing, on and off, for twenty years. The consequences of the Hundred Years' War in France were different. The most obvious result of the Hundred Years' War was the utter destruction of the rich farmland. The rural economy, trade and commerce in France had collapsed. More devastating yet was the human loss, thousands of soldiers and civilians were slaughtered. Nevertheless, the victory over the English by 1453 injected into the French a sense of national pride. This early nationalist sentiment, however, did not translate into a national assembly of the kind found in England.

[2] McKay, Hill, and Buckler, A History of Western Society, p. 371.

The presentation of the Two World Wars and the inter-war period lack strong causal connections. This may be due to the editorial decision to present only the highlights of 20th century history. In Human Heritage, this leads to a lack of chronology and causal relationships. For example, the creation of Nazi Germany appears to be a whim of Adolf Hitler. If it were not for the warning at the end of the paragraph on anti-Jewish laws prior to the outbreak of World War II, the student would be utterly unprepared for the discussion of the Holocaust.

Slants and Biases - The essential lack of information on more recent European history establishes bias. Although the authors have initially asserted their intention to provide a text that suits the curricular needs of middle-school/junior high schools, there is no apparent reason why more recent European history, in fact the last 45 years, is underrepresented in a world history textbook copyrighted 1989. In Human Heritage the world is frozen in the early Cold War years. The most recent information in the text on Western Europe relates to the creation of the wall between East and West Germany. Information on post-1945 France, Britain or any other country, with the exception of Germany, is not provided. The Spanish civil war, Spanish fascism, the Franco regime are entirely omitted.

Although Human Heritage represents a basal textbook which can only fleetingly report on individual countries, the selectivity of reporting suggests a picture-book, fairy-tale approach to history. The impression of a slightly romanticized, "once upon a time" approach is reinforced by the infusion of historical legends and myths in the main body of the text. While such traditional folktales can represent an important component of national understanding, especially when other historical records are missing, these legends are often invented, psychological responses of a peoples'collective mind. Generally, the rationale in national myths often provide more information about the narrator than the object of narration. Due to their ideological nature, myths (or legends) require interpretative analysis and should not stand by themselves. Otherwise, they appear as mere fairy-tales, with an entertainment value of dubious pedagogical significance.

The legends are usually presented without any explanation regarding their evolution or significance. At times, the legends are interwoven in the text, making the distinction between fact and myth difficult. One of the most popular myths regarding the founding of Rome by Remus and Romulus is successfully integrated in the text, primarily because its mythical character is beyond doubt. However, in another instance, this separation is unclear. In addition, unintended implications result from examples such as the following quote which seems to establish a bizarre link between Christianity and the whiteness of one's skin:

"Ireland was Christian, but the Anglo-Saxon kingdoms of Britain were not. They followed the Germanic religions. Then, Pope Gregory I decided to convert the Anglo-Saxons to Christianity. Legend has it that he saw some Anglo-Saxon boys waiting in the marketplace of Rome to be sold as slaves. Gregory noticed their light skin, handsome faces, and blonde hair and asked where there home was. When he learned that the boys were Angles, he said they had the faces of angels and should be Christians. **Therefore**, in 597 A.D., Pope Gregory sent a mission of 41 monks from Rome to England under the leadership of Augustine."(TB, p.292)

The quote is the beginning paragraph of a subsection titled "Anglo-Saxons and Christianity" which describes the christianization of England.[3] The underlying assumptions of this legend are troublesome, and it says more about the Anglo-Saxon self-image than it explains history.

Furthermore, the infusion of legend in a historical text is less objectionable if an attempt is made to separate fiction from fact. The highlighted "therefore" in the above quote blurs this line. Another inclusion of legend into the historical account concerns the presentation of Frederick I. Frederick I had made largely unsuccessful attempts to restore the Holy Roman Empire of Otto I. His policy to unify German lands and assert his authority over the papacy and the northern Italian cities failed miserably. Frederick Barbarossa was thoroughly defeated by the Pope and the Italian city-states whose independence Frederick was forced to accept. As defender of the faith, Frederick Barbarossa participated in the Third Crusade to recapture Jerusalem from the Muslims. His death during the crusade reportedly made him a mythical figure:

"While leading the Third Crusade in 1190, Frederick drowned in a river in Asia Minor. Later, a legend about him spread among the Germans. It stated that he was not dead but under a magic spell that had put him to sleep somewhere high in the mountains. The people believed that one day he would awake and restore the glory of Germany."(TB, p.420)

The Teachers' Annotation further elaborates the myth:

"According to the legend, when his red beard grows completely around the large table next to which he sleeps, Barbarossa will rise and destroy Germany's enemies."(Ibid.)

The authenticity of this legend cannot be ascertained. The implications of this myth again are obvious as the myth portrays a defeated and ambitious people in search of a revenger, i.e. "Fuehrer."

The authors have largely accepted a balance-of-power approach to European history. The underlying assumption in their presentation of Italian and, then, German unification is that of impending disaster. With hindsight this premonition seems justified, yet it prejudices one against the actual historical development as historical events appear inevitable.

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[3] As a side note: The attitude of the Catholic Church towards slavery in the Middle Ages was ambiguous. However, the Catholic Church had always strongly opposed the enslaving of baptized Christians.

The selectivity of the terms introduced in the discussion of the Nazi Regime do not seem to lead to new insights but cater to popular perceptions. It is doubtful that the student needs to be instructed on the Nazi symbol of the swastika or an explanation of the term "blitzkrieg." Other ideas and terms such as the Nazi policy of coordination ("Gleichschaltung") which captures the domestic dimension of Nazi policy or the term "Appeasement" which characterizes the initial external response could be introduced to further historical understanding. The existence of a German liberal tradition is not ascertained in Human Heritage. The overall account of Germany in the text suggests that the German people have dreamt of a revived empire since Frederick Barbarossa. The infusion of German artists such as Goethe, Schiller, and Wagner in the presentation of Bismarck's blood and iron policy furthermore indicates a historical connection that never existed in this form.

The emerging image of Western Europe in Human Heritage is contradictory, but in the American context not unfamiliar. On the one hand, Europe appears as an enchanted forest where semi-gods such as Romulus and Remus found cities, and, on the other hand, Europe appears as the persistent battleground of ambitious nations. This image of Europe would be shattered by a discussion of post-war developments, but this was not accomplished in the text. Developments in post-second World War are described entirely from a Cold War perspective. Europe appears to have been held captive to the East-West conflict, with her nations on the defensive. This does not prepare the American student for a thorough understanding of either the recent events in Eastern Europe or the developments leading to a unified Western Europe at the end of 1992 ("fortress Europe").

C. 1. 2. World History by J. Reich, M.Krug, E. Biller (Austin: Holt, Rinehart, Winston, 1990), 696 pages. Referred to as World History.
Teacher's Manual and Resource Guide, World History by J. Reich, M.Krug, E. Biller (Austin: Holt, Rinehart, Winston, 1990). The Teacher's Manual is abbreviated TM.

Introduction: World History by Reich et al. affirms in the introduction of the student edition "world history [as] the true story ...of the people who lived in Europe, Africa, Asia, and in North America and South America."(TB, p.14) Explicitly, history includes the story of great men and women, but encompasses also every-day history, "peoples' way of living, their kinds of work, dress, family life, religion, art and writing."(Ibid.) Addressing the teacher, Reich et al. emphasize the development of study and citizenship skills via the study of world history. Furthermore, the authors acquaint the pupil with the historical method: The students "learn to weigh evidence, to detect bias, and to distinguish truth from falsehood."(TM, p.1)

Mode of Presentation: Already in the introduction to the teacher Holt et al. have touched upon a vital concern of educators, which is not inherent in the study of world history but is described as a reality of today's schools: "Large segments of our student population, however, are still being overlooked or are receiving an education ill-suited to their needs and abilities. Many of these pupils drop-out of school before they finish their education." (TM, p.1) Having thus identified the problem of these students as being due to an ill-suited education, Reich et al. attempt to remedy this weakness by a different form of presentation. It is the authors' stated objective to present the material in such a form that the student is afforded "an opportunity to successfully study history and thus build [their] self-confidence."(TM, p.4) Historical developments are usually presented matter-of-factly, sentences are kept short and the structure simple. A distinct effort to avoid usage of uncommon words and phrases is noticeable. The Glossary does not leave the knowledge of terms to chance: "alphabet" and "bible" are defined next to "acid rain" and "absolute monarch."

In addition to the text, which is clearly aimed at pupils in the lower grades, the feature "know the main idea" in bold print at the beginning of each lesson provides in a few sentences the main idea of the chapter. The chapter on French history from 1799-1815 under the leadership of Napoleon, for example, contains the following main idea:"Napoleon Bonaparte built a great empire in Europe. Long after his empire ended, French citizens continued to remember the years of Napoleon."(TB, p.490) Recall of the main idea is ensured at the end of each lesson as the student is asked to identify the main idea among three statements. Since the wording is identical, "students", as the teacher's manual asserts, "will have little trouble finding the main idea. This, in itself will be rewarding for them." (TM, p.5) Study aids and activities are, therefore, simple and are solely based on the chapter lesson. No outside reading is required. The proportion of pictures, charts and maps to text, an almost 1:1 ratio, appears again noteworthy for a history book (see also previous analysis of Human Heritage). Among the visual aids, pictures are the most prominent illustrative tool; almost every page features a full color art-reproduction or color photography or a map of a geographic area.

Content Elements (Units) Timelines	Total Pages	W-European Coverage			German Coverage		
		within total cov.	total pages	within W.E. cov.	within total cov.	total pages	within German cov.
Early People The People of Mesopotamia People of Egypt People of the Near East Peoples of India and China Greek Culture Roman Culture 1,000,000 B.C. - 476 A.D.	182	(8.9%)	70	(17.5%)		-	
Europe during the Early Middle Ages Byzantine and Muslim Empires Peoples of Asia and the Americas Development of Near East, Asia and Africa Europe during the Later Middle Ages 500 - 1200 A.D.	166	(10.5%)	82	(20.6%)	(3.7%)	15	(20.4%)
Beginning of Modern Europe The Growth of Europe Years of Revolution and Change Shaping of Modern Europe Rise of Modern Industry European Imperialism 1300 - 1900	216	(21.8%)	170	(42.6%)	(5.8%)	23	(31.3%)
Growth of European Culture World War One and the Years after World War Two and the Years after 1789 - 1949	102	(8.3%)	65	(16.3%)	(8.3%)	33	(44.9%)
The Post-War World The Nations of the World Today Life in the Modern World 1945 - 1990	112	(1.6%)	13	(3.2%)	(0.6%)	2.5	(3.4%)
	778-780	(51%)	399	(100%)	(18.4%)	73.5	(100%)

Historical inquiry is encouraged in the "special features" sections which total roughly five percent of the text. Although the pupils' edition does not explicitly recommend outside reading, the teacher's manual provides separate references for teacher and student. In addition, audio-visual materials, workshop activities and methods to create student interest in the lesson unit are identified. In sum, the teacher is offered a wide range of support for planning the lessons. The strength of the textbook, i.e. its understandability and strong visual appeal, emerges as an asset if it is compatible with the reading ability of the student. It is to be suspected, however, that students who look for vigor and intellectual challenge are likely to be disappointed.

Coverage - The coverage of European history is mostly chronological. Beginning with the early Greeks 1000 B.C., the text proceeds to the Roman Empire. In the presentation of the Greek polis, emphasis is placed on the development of democratic ideas and the specific hellenistic culture. The Roman Empire is conceptualized in its contribution to law, government, architecture and writing. This period of Western European development from 1000 B.C.-500 A.D. amounts to 17.5 percent of total Western European coverage, or 8.9 percent of the text.

Europe during the Middle Ages is exemplified by a presentation of central Europe, i.e., the German kingdoms. The growth of feudalism originated in the German kingdoms and reportedly was due to weak rulers. The presentation of the Middle Ages in the text focuses on the military aspect of the period, with illustrations of fighting nobles and enslaved serfs. The Later Middle Ages, however, are depicted as a time of transition, with the growth of towns foreshadowing the demise of feudalism. The Middle Ages are covered on 82 pages (20.6 percent of net Western European coverage, or 10.5 percent of the total text).

The period from the Renaissance to the Industrial Revolution in England is the most thoroughly covered period within the presentation of Western Europe in the text, amounting to approximately 43 percent of net Western European coverage (or 22 percent of the sample frame). From the Renaissance in northern Italy, the text proceeds to the growth of European governments in France and England, followed by a brief discussion of the Reformation in Germany. The growth of Parliament in England is contrasted with absolutism in France and the benevolent despots in central Europe and Spain. Reich et al. describe the French Revolution of 1789 in the context of the American Revolution. In the presentation of German unification under Bismarck, the focus is on the undemocratic nature of the German Reich, particularly in the comparison with France and Britain. Exemplified by the British model, the industrial revolution is delineated together with a presentation of the opposing economic systems, capitalism and communism.

The coverage of the 20th century focuses on World War I and II as the cataclysms for change. Within the net coverage of Western Europe the first 53 years are portrayed nominally with 16.3 percent, compared to the period from 1953-1990 which constitutes roughly 3 percent of total

Western European coverage. These figures demonstrate the virtual disappearance of Western Europe from the textbook after 1953.

This selective coverage, in particular, the high quantitative coverage of the first half of the twentieth century as compared to the under-coverage of the second half of the century, establishes a distorted image of Western Europe. Due to the brief coverage of post-WW II Europe, the following summary on German coverage encompasses the entire information on post-1945 Europe.

Coverage of West Germany (including East Germany) - The early post-war years are covered from a stringent cold-war perspective; the former Western allies worked for peace and the Soviet Union was mainly interested in spreading communism.(TB, p.673) The division of Germany is mentioned but no reasons for the division are given, moreover, the Soviet Union assertedly "also wished to take over West Germany. However, the other nations were determined to prevent the Soviet Union from doing this." (TB, p. 673) The authors describe the Berlin airlift as a highpoint of American resolve in a special separate feature titled "Geography and History."

The coverage of Europe in the 1950s proceeds in two brief subchapters. One chapter deals with 'Western Europe' and covers Great Britain, France and Italy. The other subchapter is devoted to 'Eastern Europe' and treats the Soviet Union, Yugoslavia and the two German states. Like the vast majority of textbooks which treat post-war German history, World History by Reich et al. refers only to "East Germany" and "West Germany" as the two states which emerged on the soil of the former German Reich. Likewise, the official and legal name of West Germany as the "Federal Republic of Germany" or of East Germany as the "German Democratic Republic" is not provided in the text proper, nor cross-referenced in the index with West or East Germany. Nevertheless, in one short paragraph the authors compare the different economic developments of West versus East Germany. The textbook authors depict East Germany as a poor country which, after the Second World War, was not economically supported by the United States. "The United States gave a great deal of help to West Germany, which grew strong. But East Germany remained poor."(TB, p.722) In conjunction with a reference to the Berlin Wall, this quote contains the only information on East Germany in the text.

In the description of Western Europe, the authors briefly refer to the creation of the Common Market as an economic organization. Moreover, in the account of Reich et al. the creation of the European Coal and Steel Community (ECSC) was purely economically motivated. The text does not provide a list of ECSC or Common Market member states, however, each member state, **except West Germany** and the Benelux countries, is identified by name.

The creation of the North Atlantic Treaty Organization (NATO) is discussed in the same subchapter. Again, West Germany is not mentioned, although the text enumerates Britain, France, and Italy as NATO allies of the United States. In the discussion of NATO (and also before, in the presentation of the Common Market) the authors concentrate on the argument that evolved between DeGaulle and the United States (in the case of the Common Market, DeGaulle's refusal to grant entry to the EC to Britain) over French membership in NATO. The text's selective coverage suggests a focus on conflict versus conciliation also in the post-1945 years.

The editorial decision to present West Germany in the subchapter on Eastern Europe may be caused by Germany's post-war division and Soviet involvement in this settlement. The omission of West Germany from Western organizations such as the EC and NATO, however, cannot be explained in terms of this division.

In the last chapter on Western Europe, West Germany is discussed together with Great Britain, France, Northern Ireland, Spain and Portugal and, last but not least, Greece. West Germany is described as a strong, modern nation, prosperous but somewhat reluctant to accept the placement of nuclear missiles on her soil in the 1970s (see also slants and biases). The disagreement between Great Britain and France concerning British EEC membership is again asserted. Britain and France are described as countries beset with economic problems, particularly in the 1970s and 1980s.

In short: The total presentation of Western Europe in quantitative terms amounts to 51% of the sample frame. The post-1953 coverage constitutes not even 2% of the text (and 3.2% of the net Western European coverage). Coverage on Germany is strong in the period from 1914 to 1953 and virtually absent thereafter, except for a few interspersed comments.

Context and Accuracy - The use of simplistic generalizations to convey complex relationships constitutes a major weakness of the text. When, for example, the text describes Alexander the Great's ability to conquer the Greek city-states: "The Greek city-states never were able to form one nation," and therefore, "they were too weak to prevent a stronger nation from conquering them."(TB, p.155) While it is true that the Greek city-states could not achieve political peace or unity, the geographical surroundings were unfavorable for the development of communication among the city-states. The rugged mountains separated the communities and discouraged unity. Furthermore, the two main city-states, Sparta and Athens, were governed by two diametrically opposed political organizations. In the text's account, the conflict is reduced to a question of the will. The text implies that if the two city-states had only laid their mutual animosity to rest and united, then outside forces would not have been able to conquer Greece. In addition, the idea of the "nation" and the "nation state" are modern concepts that emerged only in the 18th century.

This presumptuous attitude towards past societies is maintained in other instances and only insufficient information is provided to account for complex phenomena. History often appears to occur on the basis of certain peoples' whims. The presentation of the Holy Roman Empire and the revolution of 1848 in Germany exemplify this approach. The coverage of the Holy Roman Empire as a political organization, which after all lasted for 800 years, lacks context and empathy. Moreover, the shadowy empire is presented as an anti-model to the successful nation-making of England and France. The geographic dimension of the respective European countries is ignored and again, political strictures are made subordinate to individual choices. While indeed the union of the German kingdoms and Italy in the form of an empire was ultimately detrimental to the long-term interests of both countries, the impact of the Holy Roman Empire on European (and particularly Eastern European) development is too significant to be dismissed simply as anti-model, undeserving of further scrutiny. The uneven development at the European center could have been used to show the diversity of European history, and the dynamic nature of European societies. The presentation suggests, instead, the existence of a checklist: the most important historical figures and developments are mentioned by name but not in context.

As a result, the textbook reads more like a catalogue of historical facts. Historical events appear strangely unrelated; a sense of chronology and connection of developments is missing. The Renaissance and the Reformation in Western Europe, for example, appear as mutually independent developments. Their significance as twin movements, one intellectual and the other spiritual, both weakening the medieval order, is not explored.

There is no grossly "inaccurate" reporting; in the following example the authors, however, omitted a vital fact which leads to slightly confusing results. Regarding the Hitler-Stalin pact in 1939 the text maintains: "Germany and the Soviet Union signed a treaty to divide up the nations of Eastern Europe."(TB p.662) Although the hidden agenda of the treaty was indeed the carving up of Poland, at face value Hitler and Stalin signed a non-aggression pact. This fact, however, is not mentioned, instead, the text marvels a chapter later "in June of 1941, Hitler attacked his own ally, the Soviet Union(Russia)!"(TB p.667) The reader's surprise is indeed justified because the text does not explore the course of, and the reasons for, the Second World War.

Appeasement is not mentioned by name, but the Munich Conference and Neville Chamberlain are. The outcome of the conference is described matter-of-factly, but no account of Chamberlain and Daladier's reasons for appeasing Hitler are given. Their policy remains just as unexplored as Hitler's and Stalin's in the 1930s.

At times a sense of chronology is missing. In the discussion of the Versailles Treaty, the Weimar Republic, and fascism the text flips back and forth. Major explanations for certain developments are provided haphazardly and sometimes in another context. In chapter 96, the reader learns that Hitler took full control of the government and set up a dictatorship in Germany. In the following lesson, Hitler takes over the Austrian Republic and Czechoslovakia; then three chapters later (in chapter 100) problems in Europe in the 1920's and 1930's are discussed. Finally in chapter 101, the Munich Conference, Hitler's racist theory, the take over of Czechoslovakia and the march into Poland are presented. This disjointed presentation of major events is at best an irritant for the student, at worst it confuses cause-and-effect relationships.

The specific shortcomings in the text outlined above can be corrected on a case by case basis - the overall structural problem of lack of context cannot. This structural problem may well be due to the difficulty of providing a complete and contextually useful account of European history on 399 pages, of which more than half are devoted to visual aids and review questions. The commitment to afford students an opportunity to build self-confidence via a multitude of study aids and easy reading appears to have further strained the task of the writers. Nevertheless, as the following discussion on the biases will show, within these constraints, there is room for improvement.

Slants and Biases - Germanic tribes, also called the Germans, particularly when the military aspect of their political organization is discussed, are assigned the role of troublemakers in Medieval Europe.[1] In the "Understanding the Lesson" section of the textbook, the student is prompted to discuss whether the German tribes had a good or bad effect on the Western Roman Empire.(TB p.205) On the basis of the provided text, the answer can only be negative. The question, however, does not seem to further historical inquiry, since the effects of the fusion of cultures are not explored.

The same good/bad, monophenomenal attitude prevails when "trial by ordeal" as a concept of justice is discussed. Again in the "Understanding the Lesson" section, the student is asked to decide if the German law of trial by "ordeal was a fair way to determine if a person was guilty or innocent of a crime?"(TB, p.211) From our enlightened modern day perspective the answer is, again, negative. In the Early Middle Ages the prevalent faith in trial by ordeal was an expression of the medieval belief system, with God's presence and interference in earthly events an unquestioned dogma. But such historical context is not presented to the student. Instead the student is encouraged to apply his 20th century rationality to pass judgement on a device of justice used 1000 years ago. In addition, a national group is rubberstamped as bizarre, if not insane.[2]

The model of history, or successful history, that directs the history writing in the textbook is England. This should come as no surprise as the English development does indeed lend itself to exemplary scrutiny. Moreover, the American democratic tradition is rooted in the English political development, warranting a close study of English history. However, some vital questions and facts in the English development are not addressed, such as a) the absence of absolutism in England and b) the execution of Charles I by the people is not mentioned, although it marked in England the debacle of the notion of divine rights. This omission, combined with the understatement of Cromwell's reign, as a period when "the people of England were not happy"(TB, p.419), leads to a romanticized image of the British political development. The romanticizing of Western European countries, however, is selective and indeed applies mostly to England. Germany, on the other hand, emerges early on in the text as the villain in Western European history, whose people are inherently bellicose and undemocratic.

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[1] The teacher's manual recommends that one read to the students parts of Tacitus' description of the Germans, their appearance "fierce, blue eyes, reddish hair, and large bodies", their social habits, "they proceed to their business, or not less often to feast, fully armed. It is no disgrace to spend the whole day and night in drinking."(TM, pp.84-85) Then, as a workshop activity, the manual proposes that the student draw a picture of a German warrior.

[2] Trial by ordeal was only part of the German legal system, which was primarily based on compensation. Only when the nature of the crime was considered so grave that it precluded compensation, and no oath-helpers could be obtained in court, did trial by ordeal become an option.

Treatment of West Germany in the Western European context - Concerning more recent history, Margaret Thatcher is the only post-war politician who is discussed in the separate column entitled "People in History." She is credited with recognizing Gorbachev as a man of reform, and warned that "Europe would always be ready to defend itself."(TB, p.744) The image of the Germans after the Second World War, however, does not greatly improve. The West Germans are said to have received "a great deal of help" (TB, p.722) from the United States, but they,

"signed a series of treaties with Communist nations. In one of these agreements, West Germany and the Soviet Union promised to respect one another's territory. The two countries also said they would not use force against each other."(TB, p.745)

The "series of treaties" that the text refers to are the so-called "Ostvertraege," in which West Germany accepted existing state boundaries that the Big Three had drawn at Potsdam in 1945. Part of these treaties was the Berlin agreement in which the Soviet Union guaranteed the freedom of West Berlin. The support of the West, however, was always considered instrumental by the German government, then with Chancellor Willy Brandt at the helm. In addition, the nature of the "Ostvertraege" was conciliatory and the Berlin agreements contributed to the relaxation of East-West tensions. The quoted paragraph, on the other hand, suggests the complete opposite, namely a new German-Russian non-aggression pact of the Hitler-Stalin type.

In addition, West Germany is described as an unreliable and ungrateful country. Again, while Britain is ready to defend Western Europe, West Germany continues to create problems for the United States:

"After World War Two, American aid helped West Germany become a strong, modern nation. West German prosperity continued during the 1970's and 1980's as the nation's economy thrived. But when the United States placed nuclear missiles on German soil in the 1970's, many Germans objected...Some Germans demanded a "nuclear free" Europe. (TB, p.745)

In this instance the authors have confused causes with effects. Moreover, they have established a peculiar linkage between economic and military policy. The deployment of the intermediate nuclear missiles in Western Europe was part of the so-called "double track decision," advanced by the German Chancellor Helmut Schmidt. In the 1970s Western Europe became increasingly concerned that the United States would decouple its own nuclear-defended security from Western Europe. At the same time, the rapidly growing SS-20 armada of the Soviet Union threatened

Western security.[3] In an effort to meet the latter challenge, Chancellor Schmidt proposed the deployment of American intermediate-range nuclear forces (INF) in Western Europe; the deployment of the missiles, however, would be accompanied by an offer to negotiate with the Soviet Union. Thus, the double-track decision emerged as a threat and also as an incentive to the Soviet Union to dismantle its nuclear forces, in particular the dreaded SS-20. For various reasons, this policy did not lead to the desired outcome[4], and within West Germany opposition grew as only one part of the double-track was implemented, namely the deployment of the INF.

Popular response to the placement of nuclear missiles on West German soil, however, was mixed and cannot be discussed out of context. It is of note that this paragraph constitutes roughly one third of the information about West Germany in the text. The selective presentation of information on West Germany depicts West Germany as an somewhat undeserving ally of the United States. Moreover, West Germany's NATO membership is not mentioned, and if it were not for a color-coded map of NATO member states, the student would never know that the Federal Republic belongs to NATO.

The treatment of Germany in World History demonstrates that Reich et al. basically have chosen to ignore the developments of the second part of this century in Europe. West Germany's reconciliation policy vis-à-vis Israel, France and Poland, for example, or the great economic and intellectual movement towards European integration are either omitted or belittled. The image of Western Europe in the text is backward looking and disturbing in its focus on conflict. Apart from ignoring inter-European developments towards cooperation and unity, the portrait of the US-European relationship is distorted and one-dimensional, too. The description of the United States who allegedly faces ungrateful and suspicious European allies, distorts the great peacetime achievement of Western unity in the last forty years.

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[3] Helmut Schmidt, Perspectives on Politics. Wolfram F. Hanrieder (ed.) (Boulder, Colorado: Westview, 1982). See also: Dennis L. Bark & David R. Gress, A History of West Germany II. Democracy and its Discontents 1963-1988 (Cambridge, Massachusetts: Basil Blackwell 1989), pp.271-387.

[4] According to Chancellor Helmut Schmidt one of the main reasons for the defeat of the second part of the double track decision was the American apprehension about appearing compliant vis-à-vis the Soviets. See: Helmut Schmidt, Menschen und Maechte (Berlin: Siedler 1987), pp.261-263. It should be noted that shortly after adoption of the double-track decision by NATO in 1979, the Soviet Union invaded Afghanistan. In addition, President Carter was preparing for re-election. The image of "soft" West Germans is further underlined by a picture of an anti-nuclear weapons rally containing banners reading, "Wir wollen Frieden! Stoppt US Atomraketen!" (TB, p.790) [We want peace! Stop US nuclear missiles! Translation of the author]

C. 1. 3. World History, Perspectives on the Past by Steven L. Jantzen, Larry S. Krieger, Kenneth Neill (Lexington, Massachusetts: D.C.Heath and Company, 1990), 850 pages. Referred to as Perspectives.

Introduction: The authors organize humankind into "groups" of people with a distinct history. It is the respective history of the group that determines its identity: "The history of a group of people - whether that group is a family, a religious group, or a nation - is part of that group's identity."(TB, p.1) The authors' definition of a "people," therefore, is not limited to nations but encompasses groups within societies. These groups meet in the international arena, engage in trade, alliances and war. In their interaction with each other, "their histories blend into a larger history."(Ibid.) The authors, however, make a distinction between "wars, disasters, plagues and famines that have befallen humankind," and the people who "are capable of acting with courage, kindness, wisdom, and brilliance."(Ibid.)

Mode of Presentation - The text is easily read and features a well-chosen vocabulary that makes it suitable to the sixth-grade reading level. Sentences are kept short and the sentence structure is simple. Like most of the analyzed textbooks for the lower grades the text has made a conscientious effort to be clear and understandable. However, the review questions and skills section often demand an unexpectedly high level of abstraction from the student.

The textbook includes a variety of visual aids to assist with the interpretation of the written text. The illustrations are almost exclusively historical and, documentary photographs are the favorite illustrative aid for twentieth century history. Perspectives by Jantzen et al. contains several special features, such as "Footnotes to History", "Voices from the Past", and "Daily Life" which are interwoven in the chapters. These special features, however, are often difficult to locate as they are not listed in the table of contents. Other pedagogical aids include section reviews, critical thinking activities, and comprehensive chapter and unit review activities. Additionally, the text has a comprehensive reference section, including a historical atlas, a glossary, an index and acknowledgements. The pupil's edition does not recommend outside reading and no reference books are listed.

Coverage - Jantzen et al. have given considerable space to the presentation of early civilizations in Egypt and ancient Asia. Prehistoric cultures and ancient civilizations of non-Western countries are covered on 82 pages which amounts to 10.4 percent of total coverage. On a comparative basis, Perspectives by Jantzen et al. emerges as one of the texts with the highest "pre-Greek" (or pre-mediterranean civilization) coverage.[1]

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[1] It is noted, however, that Human Heritage by Greenblatt and Lemmo also has a comparatively high pre-historic coverage. Nevertheless, Greenblatt and Lemmo declare

Content Elements	Total Pages	W.- European Coverage			German Coverage		
(Units) Timelines		within total cov.	total pages	within W.-E. cov	within total cov.	total pages	within German cov.
1. Beginnings of Civilization 3,000,000 B.C. - 220 A.D.	82		-			-	
2. Mediterranean World 2,000 B.C. - 476 A.D.	72	(6.4%)	51	(11.7%)	(0.6%)	2.5	(3.4%)
3. Middle Ages 450 - 1580	94	(11.9%)	94	(21.6%)	(1.7%)	7.5	(10.2%)
4. An Age of Empires 300 - 1650	62		-			-	
5. The Spread of New Ideas 1300 - 1650	66	(6.8%)	54	(12.4%)	(1.8%)	8	(11%)
6. Transition to Modern Times 1558 - 1815	84	(10.1%)	80	(18.5%)	(1.6%)	7	(9.6%)
7. Age of European Dominance 1700 - 1914	110	(10.6%)	84	(19.3%)	(1.8%)	8	(11%)
8. Years of Crisis 914 - 1945	108	(6.8%)	54	(12.4%)	(8.3%)	36	(49.3%)
9. The Modern World 1945 - 1990	114	(2.3%)	18	(4.1%)	(1%)	4	(5.5%)
	792	(54.9%)	435	(100%)	(16.8%)	73	(100%)

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that, at the onset, greater emphasis to early history was given in order to accommodate the curriculum needs for students at the middle-school/junior-high-school level. Therefore, Human Heritage was not included in the comparison but treated as a slightly different case.

Nevertheless, in toto European coverage is still sizeable in the text: nominally 435 pages of 792 total cover European history. This amounts to almost 55 percent Western European coverage. Within this universe, half of the presentation concerns Western Europe between 1300 and 1914. On a comparative basis this concentration is not unusual (see Reich et al., Wallbank et al., Mazour et al.). The post-1945 European coverage in Perspectives by Jantzen et al. is again low, namely 2.3 percent of total text or 4.1 percent of net European coverage. German coverage in the text, however, appears lower than usual: of 435 pages European history, 73 pages directly address German history, namely 16.8 percent of Western European coverage. On average, German coverage spans 18 percent and more. The lower national profile in Perspectives is partly due to the occasionally non-state specific approach of the authors. The authors announce this approach in the introduction when they refer to the "groups" which are to be the entities of investigation. Additionally, it is notable that the authors avoid the identification of specific states prior to the state's actual founding.

Perspectives has taken the non-state specific approach a step further by presenting the Middle Ages without reference to specific national groups. While other textbooks clearly identified life in the "German kingdoms", "German war bands", "German legal practices", "Feudalism and chivalry in the German kingdoms", etc., Perspectives does not usually describe history along these national lines - at least not until the emergence of nation states in 1300. Instead, Europe in the Early Middle Ages is treated more like a geographical area rather than a patchwork of national communities.

The text covers the familiar periods of European history: from the ancient Greeks to the Middle Ages, the Renaissance and Reformation and the transition to modern times. The authors identify the break between the Middle Ages and Modernity as occurring with the emergence of constitutionalism in England and absolutism in France.

Perspectives pays close attention to often neglected groups in history. Although unannounced in the introduction, the authors have included the findings of social history such as the role of women in different historical periods and also the story of slavery in Europe. It appears that the announced emphasis on groups, rather than on states, in the text allows for greater inclusion of social history. As a consequence, there is less emphasis on the contribution that the respective civilizations have made in the story of humankind. Instead, the legacy of the Greeks (or Romans) is stated matter-of-factly and is not mentioned among the key concepts. The narrative tune assumes greater liveliness when the story of women, the slaves, and/or the poor is told. For instance, the role of women in Athens is described as follows:

"The voices in the marketplace were mostly male. A woman's voice rarely was heard outside the home. Cooking meals, nursing babies, and weaving cloth were expected to consume all of a woman's time. If she stepped outside to buy fish at the market, her face was supposed to be veiled. She could not own or inherit land. She had very few legal rights and could not appeal to a jury in her own defense."(TB, p.110)

Regarding Roman society, the authors contrast the life at the top of Roman society with the life at the bottom. The text asserts that even at the height of Roman power, a significant number of the population was unemployed and lived in slums. "Only a short distance from Rome's elegant temples were the dingy, run-down, rat-infested homes of the poor." (TB, p.150) On the other hand, Perspectives maintains that the poor of Rome at least had food and housing: "After the collapse of the empire, no government took such care of its poorest citizen for nearly 1,500 years."(Ibid.) The authors also address the issue of slavery in Rome. In fact, Perspectives by Jantzen et al. represents the only text that discusses the three great slave uprisings, between 138 and 70 B.C., and mentions slaves, like Spartacus, by name.(TB, p.132)

Germanic tribes are listed as Germanic groups and usually identified by their tribal origin: Ostrogoths, Visigoths, Franks, Angles, Saxons, Burgundians, Lombards, and Vandals. They had, as the authors assert, no friendly feelings for each other, and, except for some Germanic language, they had little in common. Germanic men, reportedly, "loved to gamble, drink, and fight. They assigned most of the drudgery of farmwork to their sisters, wives, and mothers."(TB, p.157)

The Middle Ages are described as "dark ones for scholars who loved Latin learning."(TB, p.188) The authors themselves refuse to provide a final verdict on the Middle Ages, but they assert that "Dark Ages is a negative term and depends on one's point of view." (Ibid.) Instead, it is maintained that from 500 to 1000 A.D. a strong, vital civilization developed, with roots in, a) the Roman classical heritage, b) the Catholic Church and, c) the Germanic customs.(Ibid.)

In 1066 William the Conqueror, a French duke as the authors pointedly assert, laid the foundation for royal power in England. In France the Capetian rulers likewise expanded the power of the French kings. The Capetian kings, reportedly, were fortunate as their "Queens bore healthy sons" and because the royal domain of the Capetians "sat astride important trade routes in northern France." (TB, p.222) The German kings, on the other hand, failed to establish strong central control for three reasons:

"First, the system of electing the king weakened Germany. It made the nobles more powerful than the king. Second, German rulers had fewer royal lands to use as a base of power than did the kings of France and England. Third, German kings continued to try to revive Charlemagne's empire by involving themselves in Italian politics. This policy led to wars not only with Italian cities but also with the pope."(TB, p.223)

The Reformation further weakened the power of the German king. Martin Luther's revolutionary spirit reportedly did not extend to the German peasants who revolted in 1525. Instead he recommended to the German princes "to show the peasants no mercy. With brutal thoroughness, the princes' army crushed the peasants revolt of 1524-1525. Perhaps 100,000 people were massacred."(TB, p.350) In the section review the student is asked to decide if Martin Luther can be termed a revolutionary: why and why not. (TB, p.351) As this instance demonstrates, the authors have interpreted Martin Luther and the Reformation as both, a revolutionary spiritual movement and, at the same time, as a movement which was not used to liberate the lower classes. In Perspectives, the Reformation is discussed prior to the scientific revolution but there is no connection established between the two movements. Moreover, the authors assert that both the scientific revolution and the Reformation, challenged traditional ideas albeit on different levels.

Perspectives is one of the few texts which describes the Dutch revolt against Spain and the Dutch system of government in depth. Moreover, the Dutch are credited with taking the lead in the development of capitalism. (TB, p.372-376) Although the text mentions the Netherlands as a country with a powerful Calvinist minority, the authors do not establish the link between Calvinism and capitalism. The English and French political developments in the 17th century are comprehensively discussed as examples of parliamentary power and royal absolute power, respectively.

In the text, France and England are grouped as Western Europe and represent, later together with the United States, the West. The Holy Roman Empire, the kingdom of Poland, and the Ottoman Empire are geographically determined as central Europe. The geographical division is further enhanced by the continued existence of serfdom in Central Europe as compared to the more advanced economic system of mercantilism and capitalism in the West. Politically, as the authors maintain, Central Europe was characterized by the emergence of a power vacuum due to the weakening of the old empires. This central power vacuum reportedly lead to a struggle for dominance between the Hohenzollern and the Hapsburg families. (TB, p.419-421) Subsequently, this struggle for influence in central Europe gave rise to military conflicts between Prussia and Austria. (Ibid.)

In the account of Perspectives the French Revolution occurred because "by the 1770's the old institutions of monarchy and feudalism no longer worked for France."(TB, p.449) The four stages of the Revolution are described matter-of-factly. The link between the ideas of the Enlightenment and also the connection between the American Revolution in 1775 and the French Revolution in 1789 is not asserted. The authors, however, claim that the French Revolution triggered nationalist sentiment on the European continent.

The divisions between nationalism and romanticism were reportedly blurred in Europe during the 19th century. Romanticism soon became aligned with nationalism and became a strong force in Europe. Greece is described as the first country to win independence. Germany failed to unite in 1848 because the revolutionaries in Frankfurt were hesitant and disunited. (TB, p.506) Finally German unity was achieved by "blood and iron." The text focuses on the wars with Austria and France as decisive factors in German unification. (TB, p.521-523) Like the vast majority of the texts investigated, Perspectives concentrates on German (belated) unification as the decisive moment in German history.

World War I is discussed in the context of European alliances, which "ironically had been designed to keep peace."(TB, p.584) The naval arms race between Britain and Germany, imperialism, and hostile alliances are declared responsible for World War I. (TB, p.582-596) The description of the First World War follows along familiar lines.

It is repeatedly asserted that the Treaty of Versailles fell well short of building a lasting peace as "it left a legacy of bitterness and hatred in the hearts of the German people. Other countries felt cheated and betrayed by the peace settlements."(TB, p.597; see also p.599,601,663) The instability of the Weimar Republic is traced back in part to the multi-party system but also to the then widespread perception in Germany that the democratic government was responsible for defeat and the enormous economic problems of the 1920s.(TB, p.644) The authors also report on the short detente between France and Germany, the Locarno and the Kellogg-Briand Pacts. (Ibid.)

In Perspectives the rise of fascism in Italy and Germany is traced back to the Great Depression and fear of communism. The authors depict Italy as the model for fascism in Germany and Spain. In the Weimar Republic, as the authors maintain, monarchists, nationalists, conservatives, aristocrats, army officers, and industrialists supported Hitler's rise to power. "Many Germans," reportedly thought "that they had to chose between communism and nazism. Most chose the Nazis."(TB, p.655) The authors assert subsequently that conservative leaders made a mistake and "millions paid for that mistake."(Ibid.)

Perspectives alludes to three different internal aspects of Nazi rule: a) the "legally sanctioned" Nazi Revolution; b) the Anti-Jewish laws (narrated in the form of an eye-witness account of the Kristallnacht); and, c) censorship and totalitarian rule.(TB, p.656) The text also addresses the issue of submission to totalitarian rule. According to the authors, economic distress as important but does not entirely explain the fascist phenomenon. Instead, the dictators are said to have offered simple answers to complicated issues: "Trust the leader. Think of the glory of the nation. Believe in the superiority of one's own race above all others. The dictators appealed to the crudest of human emotions, hatred and fear."(TB, p.657)

Perspectives, like most texts analyzed, uses Hitler's "Mein Kampf" as prophecy of Hitler's external (and, in some texts, internal) aggression. After the discussion of appeasement in the 1930s, the authors ask the student to identify the difference between appeasement and compromise.(TB, p.661) The description of World War Two is introduced with an eye-witness account of a Jewish Pole in Warsaw and the Hitler-Stalin Pact. World War Two is discussed as a total war. The text maintains that the "machinery of war," created by the Nazis, was increasingly used against civilians.

"Later as one country after another came under German control, Hitler set out to achieve what he called the "final solution" -the total destruction of the Jewish people. Beginning in 1941, Hitler began a program of genocide -the killing of an entire people."(TB, p.676)

The authors also mention Poles, Russians, Czechs, and many gypsies of southeastern Europe as other victims of the Holocaust.(TB, p.678)

Coverage of the Federal Republic of Germany - It is noteworthy that among the basal texts, Perspectives is the only basal textbook which informs the student of the fact that in 1949 "the three zones became the Federal Republic of Germany."(TB, p.695) Likewise, East Germany is identified by its legal name as German Democratic Republic.(TB, p.696) Subsequently in the text, the authors also refer to the Federal Republic of Germany as "West Germany."

Perspectives maintains that the aggression of Nazi Germany had, "come back like a boomerang to destroy Germany."(TB, p.695) Germany reportedly paid with a loss of 4 million Germans, destruction of the country, and, lastly with the geographic division and the Nuremberg trials.(TB, p.695-696) The Marshall Plan emerged as an American policy tool, designed to rebuild Europe and halt communism. In the special feature "Daily Life", the Marshall Plan aid is described as having been used "in a variety of ways."(TB, p.698) The authors provide several examples from Greece, West Germany and Austria in which Marshall Plan aid was used to revitalize the economies. In addition, Perspectives includes a special feature on the Marshall Plan with a poster as visual aid reading: "Freie Bahn dem Marshallplan" [Free passage for the Marshall Plan] and depicting a truck next to a border stop in Germany.(Ibid.)

The authors use the episode of the Berlin Blockade as an example of a "hotspot" during the Cold War.(TB, p.699) The Common Market, on the other hand, is provided as the model for European unification. Jean Monnet, the French politician who most strongly supported the European movement, is likened to a revolutionary in the text.

"Over the course of European history, conquerors from Charlemagne to Hitler tried unsuccessfully to unite Europe. After World War II, a French statesman began a peaceful revolution to unify Europe economically." (TB, p.709)

The message of peaceful revolution and quiet prosperity in Western Europe is further promoted by a picture of a pedestrian mall, busy with people and department stores. The photograph was taken in the city of Aachen, which as the text asserts, "was Charlemagne's capital nearly 1,200 years ago."(TB, p.708) On the next page the subchapter on West Germany with the heading "West Germany prospered on peace," is contrasted with a subchapter on Great Britain which is titled "Great Britain faced difficulties."(TB, p.710) The subchapter on West Germany is divided in four topics in the following sequence: a) "Between West and East," b) "Ostpolitik," c) "Economic development," and, d) "New directions."(TB, p.710-711)

Under the able government of Konrad Adenauer, West Germany is said to have experienced a "political rebirth" as Adenauer lifted "West Germany from a position of shame and defeat to a new position of respect."(TB, p.710) Furthermore, the authors report that West Germany received "more than $3 billion of economic aid from the Marshall Plan."(Ibid.) Subsequently, the West German economic productivity doubled in 1958 compared to the industrial output achieved in all of Germany in 1938. (Ibid.) The text proceeds from Chancellor Adenauer straight to Chancellor Willy Brandt who in 1969 decided to end West Germany's isolationist approach vis-à-vis the East.

"In 1969, however, a new German Chancellor, Willy Brandt, decided to improve relations with the Soviet Union and Eastern Europe. His program was called Ostpolitik (eastern policy)."(TB, p.710)

Specifically, in the German-Polish treaty West Germany formally accepted the post-1945 frontiers, i.e., "the loss of once German lands."(Ibid.) The chancellors Helmut Schmidt and Helmut Kohl are both discussed in the subchapter on "Economic development." Chancellor Schmidt and Chancellor Kohl are both commended for having continued many of Willy Brandt's policies. The party membership of the different chancellors is not provided and it is not at all clear who succeeded whom or even if there was/is government in a grand coalition. In fact, the political system of the Federal Republic is not discussed, except for the notion that West Germans have created a "stable democratic government."(Ibid.) It is noted, however, that Jantzen et al. does not discuss different political systems as such -except for the political-economical system of capitalism and communism.

The description of the Federal Republic of Germany focuses on economic aspects: West Germany is depicted as a highly productive and affluent country. High industrial output, however, has reportedly caused environmental problems. In addition, West Germany, "a pivotal member of NATO," has enhanced cooperation with France and shown concern regarding the stockpiling of tactical nuclear warheads on German soil. (TB, p.711) These concerns were taken into consideration by the leaders of the United States and the Soviet Union who signed an Intermediate Nuclear Forces (INF) Treaty which provided for the elimination of those weapons.(TB, pp.723,797)

In 1989 the Federal Republic of Germany celebrated its 40th anniversary which enabled their leaders to reflect "on four decades of important achievements. They [German leaders] also recognized that their successes brought new responsibilities and that the time has come for West Germany to become more involved in issues of worldwide concern."(TB,p.711)

Discussion of West Germany ends with this call for a stronger global profile. East Germany, on the other hand, is said to have gone through major changes as General Secretary Gorbachev started his reform program. In the course of these changes, Egon Krenz reportedly has replaced Erich Honecker as party leader. Jantzen et al. report that the removal of restrictions on emigration and travel, which was initiated by the new party leader Egon Krenz, led to mass celebrations.(TB, p.795)

Perspectives does not yet report on the fall of the Berlin Wall but mentions the opening of some check-points in Berlin. The authors, however, are too cautious to announce this opening as a sign of the ultimate end of the Cold War in Europe. In addition, the German question is posed but not answered. "This extraordinary event seemed to symbolize the end of the Cold War in Europe. It also raised questions about the future relationship of East and West Germany."(TB, p.795)

Nevertheless, the changes in the relationship between the West and the East are documented in the last three photographs in the textbook. The first photograph depicts three smiling Presidents, the former President Reagan with his then vice-President Bush and the Soviet President Gorbachev, touring New York City in December 1988. The last two photographs in the text show East and West Germans celebrating on top of the Berlin Wall and a young East German border policeman with a bouquet of flowers his uniform.(TB, p.797) The caption next to these pictures reads: "People from East and West Germany celebrate the opening of the Berlin Wall on November 9, 1989."(Ibid.) It is noted that the image of the border policeman is non-threatening and peaceful. The peaceful message is enhanced by the closing quotation from the astronaut Michel Collins:

"I really believe," Collins later wrote, "that if the political leaders of the world could see their planet from a distance of 100,000 or 200,000 miles their outlook could be fundamentally changed. Those all-important borders and their noisy arguments would be suddenly silenced. The tiny globe would continue to turn, serenely ignoring its subdivisions, presenting a united front that would cry out for united understanding."(Ibid.)

Among the category of basal texts, Perspectives has achieved a rather high qualitative level of coverage. Moreover, it stands out as the text with the most detailed post-1945 European coverage. The relatively high inclusion of social history in the text has enriched and enlivened the text, but it has not led to the disappearance of noteworthy political and spiritual developments.

Context and Accuracy - The authors pay often close attention to the findings of geography as a factor in the rise and development of civilizations.[2] This awareness of the geographic dimension is noticeable in the coverage of ancient Greece which begins with a comprehensive discussion of the physical characteristics of Greece. Likewise the success of Rome is linked to its geographic setting. In both instances maps and questions accompany the text, orient the student, and support geographic study. In the discussion of the royal power in France the authors also stress the significance of geography. The central location of Paris, the heart of the royal domain of the Capet nobles, allowed for control of the trade routes of northern France and also for gradual growth.

While Jantzen et al. have considered the geographical setting and also achieved a presentation in the context of ancient Greece, this care is less noticeable in the case of the Middle Ages. The discussion of Otto's reign from 936 to 973 and, in particular, Otto's coronation in Rome, is not presented in the context of the Middle Ages. Otto is depicted not as the unifier of the Holy

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[2] Joseph P. Stoltman has made a convincing argument for greater incorporation of geographical study into the social studies curriculum. He sees an essential link between the study of geography and the education for democratic citizenship. See Joseph P. Stoltman, Geography Education for Citizenship (Bloomington, Indiana: Social Studies Development Center, 1990).

Roman Empire but as an expansionist German ruler in the tradition of later day modern Europe. After having secured control at home, Otto I reportedly coveted the crown.

"Despite this success [having subordinated the German nobles], Otto still yearned to be crowned emperor as Charlemagne had been in 800. In 951 and again in 962, he invaded Italy. Italian towns such as Genoa, Pisa, and Venice had grown wealthy from trade with Asia, they were a powerful bait for the German emperor."(TB, p.223)

It could be argued that Otto's aspirations to become the successor of Charlemagne require contextual explanation as the Medieval ideal of a spiritual and political leader is incomprehensible from a modern day perspective. Moreover, it was not "despite this success" at home, as the text asserts, but because of it, that Otto I coveted the crown. The alliance between king and pope secured peace in central Europe and as the historian Gordon Craig has pointed out:

"After the coronation of Otto I as Emperor in 962, it was possible to speak of a German hegemony over Europe, and, in the course of the next century, there were indications that the first truly national State in Europe was emerging in the German lands."[3]

It is a historical fact, however, that the promise of early German statehood did not materialize. In the account of Perspectives this promise never existed. Moreover, the authors assert that Otto's empire building in Italy became the source of later "trouble." Jantzen et al., for instance, maintain that "Otto's attempt to revive Charlemagne's empire caused trouble for later kings. Italian nobles resented German rule. Popes came to fear the political power of the German kings in Italy."(TB, p.223) The text fails to address in this context the long-ranging struggle between papacy and the temporal powers in all of Europe but reduces the struggle to a German-Catholic Church dispute. In this regard Perspectives is not unlike other basal texts in the category of world history as it depicts European historical developments in topic-specific fashion with specific countries exemplifying certain developments. This approach, however, leaves little room for other interpretations of history and supposes a pre-determined path of history.

The reviewers suggest, moreover, that the reported "trouble" after Otto's death stemmed from a variety of factors. Subsequently, the papacy recovered from its former position of weakness and openly engaged in a struggle with the German kings over hegemony in the Empire. In an effort to strengthen its position, the papacy allied itself with the German nobles who had their own reasons to oppose subordination under the German king. The most vivid expression of this struggle was the test of will at Canossa when the German king Henry stood in the snow for three days waiting for the pope to grant his forgiveness. "The Imperial capitulation at Canossa," as

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[3] Gordon A. Craig, The Germans (New York: G.P. Putnam's Sons, 1982), p.16.

Gordon Craig has asserted, "would have been impossible if the princes had not been on [Pope] Gregory's side."[4]

Perspectives has treated German historical developments in reverse order: the authors first describe the lay investiture struggle as an expression of religious reform (TB, p.215), and, only secondly, the reign of Otto I as a foundation for "trouble." The connection between the two developments and their impact on German history is not developed but are described in isolation.

The authors, on the other hand, have comprehensively presented the political development of Spain, the Netherlands, France, and Britain. Regarding the British political development to a constitutional monarchy, for example, the authors have described the different fractions in the civil war, Charles' I execution, Cromwell's military rule and the conquest of Ireland. Subsequently, the British parliament's strides into royal power are discussed as is the Glorious Revolution. Equal attention is given to Spanish and French historical development.(TB, pp.234-240)

German history in the sixteenth and seventeenth centuries does not receive equal attention. The experience of the Thirty-Years-War from 1618 to 1648 had a lasting impact on German political and social development. Yet, this impact is not explored. The war itself, the peace settlement and its consequences for Germany are discussed on less than two pages in the text and mostly from the perspective of the victorious princes. The authors' account of the different alliances is confusing. Apart from stating that the Thirty-Years-War was fought on behalf of religious preferences, the text fails to address the political question of the war. The Thirty-Years-War had not only decimated the rural population but effectively destroyed the bastions of liberal thought and prosperity - the German towns. The peace settlement also deprived German cities of access to the sea. The Hanseatic League formed in the later Middle Ages was a promising development, however, with the end of the Thirty-Years-War in 1648 Germany emerged as a landlocked territory.

The other element in the belated German development toward a nation state concerns the often quoted "balance of power" in Europe. It was the active goal of French foreign policy in the seventeenth century to keep German lands divided. Cardinal Richelieu reportedly considered the Treaty of Westphalia, which underwrote the atomization of German lands, as "one of the finest jewels of the French Crown."[5] These political aspects of the Thirty-Years-War and in particular, its psychological dimension, deserve greater attention than Perspectives has accorded them.

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[4] Ibid.

[5] Ibid., p.21. It was in fact due to the experience of the Thirty-Years-War and its limitless suffering of the population that the military strategist Carl von Clausewitz established the theory of the inherent tendency of war to assume an absolute and unconditional form.

Only in one instance have the authors taken the psychological dimension into consideration, namely in the discussion of Brandenburg-Prussia. The text asserts that:

"Frederick William, later called the Great Elector of Brandenburg, had the unhappy experience of seeing Brandenburg overrun by rival armies during the Thirty Years' War. His capital, Berlin, was so badly devastated that its population fell from 14,000 to 6,000."(TB, p.422)

This recognition of historical memory constitutes only a minor point in the presentation. The main focus of Prussian development is placed on Prussia's rulers.

"Frederick William, a tall and muscular man with piercing blue eyes, concluded that their was only one way to safety. Brandenburg, he decided, must have a strong standing army...With a keen eye for his own advantage, he made alliances with the French, the Swedes, the Dutch, and the Poles. He offered the services of his army to any power that paid him well and granted him a little slice of territory...So well did Frederick William play the diplomatic game that his armies rarely went to battle. Thus, he saved a great deal of money, which he used to build a larger army...The three Hohenzollerns who followed the Great Elector were all called Frederick or Frederick William. They all followed his formula for success:Build a bigger and better army...Frederick I's son was a mentally unbalanced character who loved only his army." (TB, p.422)

This focus on personalities as the shapers of history is also noticeable in other texts. The above account is not inaccurate but neglects the geographic dimension. It has already been argued that the physical characteristics of Brandenburg - its poor, thinly populated soil, lack of natural defenses and the backwardness of Prussian society - made Prussia the least qualified of all German states to become a strong central power. These geopolitical problems were enhanced by the three disconnected masses that formed part of the dominions of the Brandenburg nobility.[6] A strong Prussian army was probably as much a matter of choice as a matter of necessity. The political and psychological effect of the army on Prussian society was indeed profound. In this context the historians R.R.Palmer and Joel Colton have asserted that

"Prussia was a very recent and artifical combination of territories, so that loyalty to it was not at first a national sentiment, made it all the more necessary to instill it by obvious and martial means. Emphasis fell on duty, obedience, service and sacrifice. That military virtues became characteristic of the whole Prussian aristocracy was also due, like so much else, to the small size of the population."[7]

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[6] Palmer and Colton, A History of the Modern World, pp.220-227.

[7] Ibid., p.226.

The small size of the population, on the other hand, was supportive of a policy of religious toleration. This part of Prussian policy (and history) remains often untold (see slants and biases). Nevertheless, in the text the Prussian army is henceforth also termed the "German fighting machine" and its invincibility is grossly exaggerated.

The failed German revolution of 1848 receives only scant attention, the all-German parliament reportedly "vanished almost as suddenly as it had appeared."(TB, pp.506-507) Considering the fact, that the revolutionaries had convened at Frankfurt for more than one year, the history of the parliament does not seem quite so fleeting. The omission of any explanation -other than general disagreement- for the failure to launch a unified and democratic state throws a dim light on the German liberal tradition. In general, reporting on German history focuses on German foreign policy and asserts its aggressive thrust. Likewise, the text focuses exclusively on the foreign policy aspects of German unification; the domestic aspect, the "taming of the parliament" as McKay et al have termed it [8], remains unexplored.

Perpectives by Jantzen et al. introduces the Versailles Treaty as a prelude to disaster as it "left a legacy of bitterness and hatred in the hearts of the German people."(TB, p.599) In the discussion of Nazism, the authors assert that Hitler was able to exploit this bitterness for his purposes. A major factor responsible for the rise of the Nazis was assertedly anti-communism and the mistaken assumption of German conservative leaders who "believed that they could control Hitler...millions paid for this mistake." (TB, p.655). There is an unspoken assumption in the text that common people are basically innocent and that the leaders are at fault. This is substantiated by the assertion that "especially" the upper and middle classes in Germany, industrialists, aristocrats, monarchists, conservatives and nationalists backed Hitler. The Nazi movement, however, included a wider spectrum of people. Although Hitler's rise to power, indeed, was based on the strong backing of industrialists, later the Nazi regime drew its most unquestioned support from the "Youth movement."

Furthermore, the text fails to address the latent anti-semitism but faults the Nazi police, the SS leaders, and Nazi officers for arresting, guarding and executing the Nazi victims. Perspectives, on the other hand, is one of the few texts which provides an account of a Jewish survivor from Ausschwitz. (TB, p.677). In addition, the text provides an eye-witness account of the Kristallnacht which enlightens the student on the pre-war oppression in the Third Reich. (TB, p.656) There is, however, no reporting on Jewish or German resistance.

The Federal Republic of Germany - The text does not report on de-nazification programs or German-Israeli reconciliation after the war. Germany reportedly "paid" for the war with geographic division. Due to the "discovery of Hitler's death camps" Germany had "another price to pay", namely the Nuremberg Trials against Nazi leaders. (TB, p.696) Although the Nuremberg Trials were set up in response to Nazi war crimes and crimes against humanity, it is misleading to treat these twin developments as a one time "price" which was paid in order to settle an outstanding balance.

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[8] McKay et al., Western Society, p.807.

While the de-nazification program was not fully implemented by the allies, individuals suspected of heinous crimes long after the war continue to be apprehended and tried in court - in Germany as well as abroad. Likewise, the proposition that Germany paid with geographic division is problematic when German unification in 1990 is considered. West Germany, as the legal successor of the "German Reich," has accepted the international obligations of the former Reich. Perspectives mentions neither West Germany's reconciliation policy towards France or Israel nor compensation agreements of any kind.

In a related instance, the authors detect "West Germany's political rebirth" under the leadership of Konrad Adenauer in 1949.(TB, p.710) It is misleading, however, to call the creation of West Germany a "rebirth" because a political and geographical entity of the size and political format of West Germany never existed before in German history.

The student also does not learn that West Germany has a multi-party system and that, for the last decades, it has been ruled by coalition governments. While the text differentiates between conservative and labor leaders in Britain, the reporting on West German leaders provides no party affiliation of the respective leaders. To be sure, Konrad Adenauer is identified as West Germany's first chancellor who was followed by a "new chancellor," Willy Brandt. It is not clear what the authors mean with "new chancellor." In addition, the notion of Willy Brandt succeeding Konrad Adenauer in office is chronologically misleading as Chancellor Adenauer was followed by Ludwig Ehrhard and then by Kurt Georg Kiesinger. After Kiesinger, Willy Brandt emerged as the West Germany's fourth chancellor in 1969.

Although the existence of political parties with differing political outlooks is one of the most important manifestations of a democracy, the text has paid no attention to the existence of political parties in West Germany. West German politics appears flat and lifeless: while Chancellor Adenauer and the "new" Chancellor Brandt at least showed some profile in the text, the succeeding Chancellors Helmut Schmidt and Helmut Kohl appear as mere gatekeepers of German prosperity.

Moreover, the text mistakenly claims that "both Schmidt and Kohl have continued Brandt's policies of Ostpolitik."(TB, p.710) Previously, the authors defined Ostpolitik as a "program" which called for normal relations between West Germany and the Soviet Union and also confirmed the loss of previously German lands. Furthermore, the authors assert that "Ostpolitik led to a diplomatic breakthrough in 1973: East and West Germany formally recognized each other as sovereign states."(TB, p.710) The latter statement is inaccurate: from its inception as a state, West Germany has refused to recognize East Germany as a sovereign state. For the same reason, West Germany never had formal diplomatic relations with East Germany. While this fact may appear as a minor detail, it nevertheless assumed importance in the process of German unification in 1990.

Ostpolitik appears in the text as a non-controversial course of policy supported in equal measure by the noted Chancellors Brandt, Schmidt, and Kohl. Again, this account is misleading. In the West German Bundestag (Parliament), the eastern policy of Willy Brandt was highly controversial.

Nevertheless, it is interesting to note that Perspectives anticipated a more recent reproach of the United States towards (West) Germany that the "time had come for West Germany to become more involved in issues of worldwide concern."(TB, p.711)

Slants and Biases - The authors have employed the findings of social history. The story of "great men and great events" in history is often accompanied by the story of the daily lives of the less fortunate. Slavery, for example, was a feature of the ancient Greek society as well as in the Roman Empire, and this fact is noted in the text. Of all the books in this analysis, only Perspectives explicitly recognizes the slave revolt under the leadership of the slave Spartacus in 70 B.C. This infusion of the history of the underclass has modified the overall picture of European history and leads to a more balanced presentation of past national histories.

Since the authors have adopted the "group" approach, the text presents less of a notion of the romanticized model country. There exists, on the other hand, a largely unquestioned assumption on "who" and "where" the villains are in European history. Certain key phrases and terms, which are not entirely unjustified, are connected with the German political development. Further and foremost it is "German militarism," "the German fighting machine," "blitzkrieg," "Realpolitik," and, "unification by blood and iron," which are all symbolized by an odd looking spiked helmet. The overriding theme of German history in the text is disunity. Yet, this issue is explored from an exclusively external perspective; internal disintegrative forces or geographic constraints remain largely unexplored. From the very beginning of Otto I's reign over the Roman Empire, the authors have concentrated on the external aspects of his emperorship and later German history.

The text focuses on the aspects in German history that provide a basically militaristic and non-liberal profile of Germany. The inclusion of topics such as the Hanseatic League,[9] the towns in Southern Germany and Frederick the Elector's policy of religious toleration would promote a more balanced approach to German history. Initiated by Frederick the Elector in 1670, Brandenburg-Prussia practiced one of the most enlightened policies of religious toleration of all German states. Moreover, Prussian Jews played an influential role in the management of the state's finances and, at least in Berlin, "there was at the end of the eighteenth century a kind of symbiosis between the rich Jewish families and more enlightened sections of the Prussian aristocracy and the upper middle class."[10]

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[9] Although the Hanseatic League is listed as a separate term in the Index, the page reference is to a brief discussion of trade in Medieval Europe in which the Hanseatic League is mentioned as a trading region. (TB, p.256)

The text, on the other hand, asserts that Frederick II "granted religious freedom to Catholics and Protestants, but he discriminated against Polish and Prussian Jews. He reduced but did not abolish the use of torture in his kingdom."(TB, p.436) The sequence of the two statements is disturbing, as it suggests a factually untrue connection. To be sure, anti-semitism also existed in Brandenburg-Prussia, but during the Enlightenment, i.e., in the years of Frederick II's reign, religious toleration in Brandenburg-Prussia had reached a high-point. Moreover, due to the freedom from religious persecution in Brandenburg- Prussia, many Huguenots and European Jews found refuge in this state. The history of anti-semitism in Germany is more complex than Perspectives suggests, but constitutes a history of advances and defeats.

These weaknesses and the detected bias, however, contrast with an otherwise accomplished discussion of European cooperation in the EC. The authors also provide a balanced view of the transatlantic relationship which in the text is based on mutual advantage and capable of coping with dissent. Regrettably, Perspectives is the only text which highlights the trade connection between the European Community and the United States. It is also the only text that makes use of charts as an illustrative tool.

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[10] Gordon Craig, The Germans, p.129.

C. 1. 4. History and Life: The World and Its People, Teacher's Annotated Edition, Third Edition by T. Walter Wallbank, Arnold Schrier, Donna Maier, Patricia Gutierrez-Smith (Glenview, Illinois: Scott, Foresman and Company, 1987), 798 pages. Referred to as History and Life. Teacher's Edition abbreviated ATE.

Introduction: Wallbank et al. have designed a comprehensive textbook with a variety of enrichment features for the student, and teaching aids and lesson plans for the teacher. Like many other annotated teacher's editions, the textbook introduces itself with a listing of its special features. The announcements in the introductory pages promise a vastly improved text with "more in-depth coverage," "more comprehensive instruction in world geography," and "more support materials for teachers."(ATE, pp.4-7) In addition, the publisher announces updated information on the "hot spots" in today's news which are identified as Central America, the Middle East, Southeast Asia, Northern Ireland, and South Africa.(ATE, p.4)

Missing from these pages in History and Life, however, is the classic introduction to the goals of the textbook authors and their understanding of history. The focus of the text is demonstratively on teaching techniques. In a short paragraph which resembles an introductory statement, the text declares that Scott, Foresman conducted a survey on existing teaching materials in public and private schools in all fifty states. On the basis of this information, the authors reportedly updated History and Life.(ATE, p.8) The pupil's edition also lacks an introductory statement. Instead, prior to the first lesson unit, the text demonstrates on two pages the special features and the basic structure in the book. (TB, p.xvi)

Mode of Presentation: The prose is lively and the narration flows well. Although the authors do not identify a particular grade level, the vocabulary and the text to picture ratio, namely 1:1, suggest a text for the sixth grade. As in most world history textbooks currently in print, the basic text is accompanied by a variety of teaching aids and special features to motivate the student. These so-called special, or enrichment, features for the student consist of picture essays (called "Daily Life"), biographical sketches of historical figures, geographical essays on selected points of interest (referred to as "mini-travelogues"), and even articles on unresolved historical questions (entitled "A Mystery in History") to stimulate student interest. In addition, a multitude of visual aids accompanies the text. Other features of the pupil's edition are maps and map lessons with skill questions, an extensive reference section, and a glossary. A slightly unusual component of the Atlas and Reference Section is the "List of Rulers." The selection of the respective former empires is interesting to note: "The Roman Empire," "England and Great Britain," "France," "Russia," "Mali and Songhai," "The Inca Empire," and "The Aztec Empire."

The teacher's annotated edition mirrors the assortment of features, provided to the student, albeit from a different perspective. The bound-in teacher's guide includes "introductory material, a scope-and-sequence chart, unit and chapter guides, and geography drillsheets and outline maps." (ATE, p.10). The unit and chapter guides summarize the lesson material and provide learning objectives, as well as answers to essay questions. In addition, the main body of the teacher's

Content Elements (Units)	Total Pages	W-European Coverage			German Coverage		
Timelines		within total cov.	total pages	within W.-E. cov.	within total cov.	tot. pag.	within German cov.
1. **Beginnings of Civilization** 2,000,000 - 500 B.C.	49	(0.3%)	2	(0.6%)		-	
2. **Classical Civilization** 2,000 B.C. - 1,000 A.D.	84	(6%)	44	(14%)		-	
3. **Christendom and Islam** 1 A.D. - 1683 A.D.	88	(5.5%)	40	(12.7%)	(3.8%)	12	(20.9%)
4. **World of Africa and the Americas** 2,000 B.C. - 1,500 A.D	58		-			-	
5. **World of Asia** 500 A.D. - 800 A.D.	54		-		-		
6. **Rise of the West** 950 - 1800	92	(11%)	80	(25.5%)	(2.6%)	8	(13.9%)
7. **Revolutionary Changes in the West** 1500 - 1900	98	(11.8%)	86	(27.4)	(2.4%)	7.5	(13%)
8. **World in Upheaval** 1800 - 1945	110	(6.9%)	50.5	(16.1%)	(7.7%)	24	(41.8%)
9. **Contemporary World** 1945 - 1987	96	(1.4%)	10.5	(3.3%)	(1.9%)	6	(10.4%)
	729	(42.9%)	313	(100%)	(18.4%)	57.5	(100%)

edition contains answers to the section review questions, which are printed in blue and cross-referenced with the text.

The list of outside reading for teachers and students is brief, often the text refers to support materials such as the Teacher's Resource Book, the Activities Book and also a Computer Test Generator Package. Thus, Scott and Foresman provides thus a comprehensive teaching kit to supplement the basal textbook if desired.

Coverage: As outlined in the quantitative part of the analysis, History and Life is organized in nine units of different lengths. The sequence of the content elements is largely chronological and follows the familiar pattern from "Early Humans" to "Global village." History and Life is comparable to World History and Perspectives in terms of format and readability level. The following comparison, however, is slightly hampered by the different timebreaks that the authors used. A side-by-side comparison of quantitative coverage of the three texts needs to take these editorial decisions into consideration. Nevertheless, on a roughly comparative basis, the following similarities and differences emerge: with nominally 42.9 percent of Western European coverage, History and Life has the lowest overall coverage of Western Europe. While all stages of Western European development are covered -from the Mediterranean civilization to modern day Europe- the comprehensive treatment of historical segments has a different emphasis.

The coverage of Western Christendom in the Middle Ages has decreased on a comparative basis. History and Life devotes 12.7 percent of European coverage to this period, whereas World History by Reich et al. and Perspectives by Jantzen et al. treat the Middle Ages with 20.6 percent and 21.6 percent, respectively.

The time segment in History and Life that is most thoroughly treated from a quantitative perspective is the period of nation-building in Western Europe. In unit number six, entitled "Rise of the West," the authors discuss the development of nations in the period from 950 to 1600, as well as the European Renaissance and Reformation. In the text the coverage of this period in European history amounts to 25.5 percent and spans almost the entire unit, i.e., 11 percent of 12.6 percent total coverage. This quantitatively high coverage is not unusual. Moreover, all surveyed texts have paid great attention to the stage of nation-building in Western Europe. Perspectives as well as World History, for example, have devoted, respectively, 30.9 and 42.6 percent of total European reporting to this period. This very basic quantitative comparison indicates that a diminished overall Western European coverage, as noted in History and Life, is likely to lead to a reduced discussion of the Middle Ages while the presentation of the "rise of the West" remains unaffected.

Western European reporting reaches its peak in the period from 1500 to 1800, the period from the scientific to the industrial revolution. From 1500 to 1800 non-Western reporting is greatly diminished, if not absent. In absolute figures this historical segment has the greatest European coverage, nominally 27.4 percent of net European coverage and 11.8 percent of total coverage. Coverage of Germany in the period of nation-building tends to be low, maybe due to the fact that Germany's uneven political development poses a methodological problem (see also context and accuracy). In the textbook under consideration, German coverage in the period of nation-building is unusually low, namely 5 percent (2.6 percent and 2.4 percent, respectively). In sum, however, coverage on Germany compares well to the quantitative treatment in other texts: German coverage (within the sub-universe of Western European coverage) amounts to 18.4 percent, incidentally the same coverage as found in World History, and slightly higher than in Perspectives, which shows 16.8 percent coverage.

The minimal treatment of Germany from 950 to 1900 is mainly due to the cursory treatment of German history in the text. The failed nation-making in Germany and Italy is described on one page and the later attempts at unification, such as the 1848 Revolution, are equally brief. German coverage reaches its peak in the description of the events leading to World War I and of the Two World Wars themselves, namely 43.5 % of net German coverage. Net Western European coverage from 1914 to 1945 appears comparatively low - 16.3 percent.

The contemporary period (1945 to 1987) is presented on 96 pages. After 1945 reporting on Western European affairs subsides and reaches its low point. Nominally 10.5 pages deal with the military, political or economic affairs of Western Europe; this sequence is intentional as roughly half of European coverage concerns the military-political realm. Modern Western Europe as it developed from the late fifties to 1987 is covered on five pages total. This confirms the announcement of the publisher that the new edition was updated and enhanced by the inclusion of contemporary "hot spots"(see introductory remarks). With the exception of Northern Ireland, Western Europe is explicitly (and implicitly) not treated as a "hot spot" -at least not after 1945.

Coverage of West Germany (including East Germany) - Coverage of Germany is scarce and relates mainly to the division of Germany and World War II repercussions. The last unit on the contemporary world displays a dramatic black and white picture of the allied airlift to Berlin in 1948-1949. The picture covers almost the entire page and sets the tone of the chapter which deals mainly with the aftermath of World War II. The photograph is accompanied by General Clay's famous cable to Washington on the situation in Berlin. (TB, pp.636-637) The American decision to stay firm in the question of Berlin is outlined as an indicator of American resolve not to abandon Western Europe to the Soviet Union. This resolve is also exemplified regarding Germany when the Soviet claim for a harsh peace for Germany was resisted by the United States and Britain.(TB, p.641)

The Nuremberg trials are described in the context of the United Nations conference in San Francisco and as part of the Allied de-nazification effort. In particular, the authors provide three distinct reasons for conducting the Nuremberg Trials: a) to punish German leaders for the Holocaust; b) for having waged an aggressive war, and c) for crimes against world peace. Subsequently, the authors assert that, "many other trials were conducted in Germany and elsewhere in the postwar years. Some trials were still being held for Nazis in the 1980s. Klaus Barbie, for example, a Nazi officer accused of causing the deaths of hundreds of persons in occupied France during the war, was captured in 1984 and held for trial in France."(TB, p.639)

The post-war division of Germany is not so much presented as a result of the Second World War, but rather as a consequence of the "temporary" division of Germany into zones of occupation. Due to allied discord regarding the future of Germany, the division assertedly "took on a more permanent character."(TB, p. 641) The division of Berlin is explained in a "Map Lesson" in order to exemplify the zones of occupation.(TB, p.642)

History and Life asserts that the Marshall Plan had an amazing effect on the nations of Western Europe. The economic success of West Germany is singled out to demonstrate Western European prosperity in the 1950s.(TB, p.643) The shift from punitive to distributive peace in the treatment of Germany is not explored.

The focus of reporting is entirely on economic development; the student learns only later that West Germany has a democratic form of government. The discussion of East Germany follows this pattern. The authors assert that:

"By 1960, West Germany had become economically strong. Communist East Germany, on the other hand, was not as prosperous and suffered under an oppressive government. Consequently, many East Germans fled to West Germany by way of West Berlin...In 1961, a giant wall was built to stop the flood of East Germans from reaching West Berlin.(TB, pp. 648-649)

West Germany is again presented in the context of the declared "New pattern of international relations"(TB, p.709) in the 1960s to 1980s. West Germany has reportedly become Europe's most prosperous country with a strong and stable democratic government. The West German Chancellors Konrad Adenauer, Willy Brandt and Helmut Schmidt are identified by name, but only Chancellor Brandt is mentioned in connection with a specific policy.(TB, pp.714-715) Although the third edition was published in 1987, five years after Chancellor Helmut Kohl became the head of the West German government, Chancellor Kohl is not mentioned. Reporting on West Germany from the 1960s to 1980s amounts to half a page. Most of the text is on Willy Brandt's Ostpolitik and the Eastern treaties (see also context and accuracy).

Context and Accuracy - The treatment of Western Christendom during the Middle Ages features an abundance of key concepts. Specifically, the authors have provided eight "key concepts" on less than forty pages. In History and Life the annotated "key concepts" serve as a pedagogical aid for the teacher as they put the main ideas of the chapter in focus. They are provided for the teacher as the key ideas and are not printed in the pupil's edition. The reviewers suggest that the high incidence - usually there are no more than two key concepts provided for any one chapter- of key concepts in the presentation of the Middle Ages may be due to the compressed treatment in the text.

The so-called "Dark Ages," on the other hand, represent a difficult subject matter as today's terms of political discourse assume a vastly different meaning in the context of the Middle Ages. Whether the "key concepts" are included to compensate for the cursory treatment or as a means to reinforce the text, they are often helpful in determining the thrust of the argument in History and Life. Generally, the discussion of Western Christendom and its political system of feudalism is presented in context. The student becomes familiar with the concept of political and spiritual unity in the Middle Ages, as well as with the economic features of the manorial system.

The brief but successful introduction into the main tenets of Medieval Europe contrasts with the poor presentation of the Holy Roman Empire which appears to pose a conceptual problem for textbook writing.[1] In History and Life nation-making failed in Germany and Italy because of a "sad mistake" which is identified as the Italian policy of Otto the First in 962 A.D.

"In 962, Otto marched into the Italian peninsula and had the pope crown him as a new Roman emperor. From this time on, German emperors thought of themselves as rulers like the Roman caesars. The lands they ruled came to be called the Holy Roman Empire, although it was never really an empire. Setting up the Holy Roman Empire was a **sad mistake**." (TB, p.349)

Subsequently the section review question confirms the "sad mistake" statement as the correct explanation for Italian and German disunity. Nevertheless, from a historical perspective a political organization that lasted almost 800 years can not be called a mistake. It could be argued, however, that the concept of the Holy Roman Empire of religious and political unity was too ambitious and therefore bound to fail, yet this is not the thrust of the argument in History and Life.

The Italian policy of the German emperors is not interpreted in the context of the medieval belief systems and customs. It could be noted that the Roman Empire provided for the interaction of nationalities and dissemination of Christendom and Western culture in the East. The medieval ideal of political and religious unity decreed that the Pope sanctioned the temporal powers. The notion of "divine rule of kings," moreover, stems from this medieval concept. Furthermore, the idea of the "emperor by the grace of God" was not only enhanced by the identification with Christendom but was based on the concept of Christianity itself, as there existed no national identification -only the "Christian" and the "Infidel." In medieval Europe, therefore, priests accompanied armies as their task was the christening of the conquered peoples.

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[1] At the outset, the reviewers want to note that from the 11th century the name for the area (which is identified in all analyzed texts as "Holy Roman Empire") was "Roman Empire." In the 13th century the realm was termed "Holy Roman Empire," and, finally, in the 15th century the words "of the German Nation" were added.

While the textbook authors interpret the alliance of popes and Franks in 814 A.D. as beneficial for the spread of civilization (TB, pp.148-150), only 150 years later the same alliance has become a mistake. It is suggested that the text's interpretation of early German history is to a large extent overshadowed by the experience of 20th century German aggressiveness. The interpretation of German history which tends to view the Third Reich as the culmination, if not logical outcome of German history, remains a matter of historical debate. However, the subordination of the entire German history to this interpretation creates a one-dimensional image.

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Regarding the spark that ignited the Franco-German war of 1870, the text states: "A chance for war came in 1870 when Spain needed a king and France would not agree to Bismarck's choice." (TB, p.472) The circumstances leading to French mobilization and subsequent German mobilization, however, were more complex. Surely, Bismarck sought to ignite war with France, not in order to determine the succession to the Spanish throne but to draw the south German states into the German Confederation under the leadership of Prussia. Bismarck, moreover, used an edited dispatch from William I to impress upon the public in France and Germany that the French ambassador had insulted the Prussian king who then in return had maligned verbally the French ambassador. News of the impolite exchange had the desired effect -France and Prussia went to war.

History and Life honors the Dreyfus affair in 1906 as an "example that a person of any race or creed could obtain justice in a democracy."(TB, p.473) General Dreyfus indeed obtained justice, but only after having spent twelve years in prison. The significance of the Dreyfus affair extends beyond the confirmation of democratic rule. Additionally, the Dreyfus affair was a sign of rampant anti-semitism and of a crisis in French society.

The above mentioned "inaccuracies" are not so much "incorrect" presentations, rather they provide only a one-dimensional interpretation of history. In other instances, the authors avoid simplistic generalizations: in the description of the causes for the First World War, the text explicitly refuses a "simple answer."(TB, p. 548) [Moreover, a number of reasons are provided, the main reason being poor adjustment to the economic, political, ideological, and military changes.(Ibid.)] The selective recognition of the complex nature of history cannot be explained by space constraints alone.

Slants and Biases - Generally, the authors have avoided a romanticization of the past. In the discussion of Roman achievement, for example, History and Life points out that Roman rule in Judea was characterized by mismanagement and suppression. While this incident may not appear particularly noteworthy, it gains significance when compared to the glorified image of the Roman Empire found in the other analyzed textbooks.

Likewise, English political and economic development, and, in particular, English skill in government are not idealized. Instead, the Irish question in the seventeenth century is discussed as an expression of English determination to keep the Irish powerless. Subsequent English policies, as the text asserts, also failed to reach a settlement between the two hostile groups, the Irish Catholics and the Protestants, in Northern Ireland. "Later [post 17th century] English policies kept these two communities hostile to each other." (ATE, p. 448)

The treatment of German history, on the other hand, is mixed at best. In the "key concepts" the contribution of Germanic political practices to democratic institutions is confirmed. Yet, the text alleges the German character as essentially belligerent. "The German drive for constant military action" (TB, p. 137) is noted, as well as, the fact that "throughout history, Germans often moved against these [Slavic] people. Possibly 60 percent of modern Germany once belonged to the Slavs." (TB, p.349) The lingering notion that Germany actually has no legitimate claim to the area it now occupies is further maintained by the presentation of Prussia.

The people of Prussia are referred to as the "obedient people of Prussia [who] did not revolt [against Bismarck]." (TB, p.472) It is generally assumed that Germany, and in particular Prussia, has no tradition of revolts or representative institutions. This view ignores the uprising in Berlin in 1848 in which the people of Berlin, who had been opposed to the army quartered in their city,[2] armed and barricaded themselves against the Prussian army. The revolt eventually subsided and revolutionary agitation in Germany did not bring about the desired reforms. Yet, it is wrong to assume the complete absence of liberal thought in Prussia. Until the early eighteenth century, moreover, representative institutions exercised considerable influence in Prussia. This period of Prussian monarchical rule is often referred to as enlightened despotism.(3) The denial of traces of liberal thoughts and practices in German history throws a dim light on the future German prospects of maintaining a democracy.

Likewise, the cooperative aspects of German foreign policy is given scant attention. The only politician after Bismarck who is mentioned by name and policy is Adolf Hitler. The policy of rapprochement between Chancellor Streseman and the French Premier Briand, culminating in the Pact of Locarno 1926, is not mentioned. The creation of the European Coal and Steel Community in 1951, as an expression of French-German reconciliation and cooperation is also ignored. Generally, only the problematic and disturbing aspects of German history are presented. Concerning the discussion of nationalism in Germany it is pointed out in the annotated teacher's edition that:

"Students often find the life and personality of Adolf Hitler fascinating. If time permits, students might wish to read further about this cruel and unscrupulous figure. A number of books suitable for students have been written...Films and filmstrips about Hitler are also available." (ATE, p.58)

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[2] Marvin Perry, Myrna Chase, James R. Jacob, Theodore H. von Laue, Western Civilization, Ideas, Politics & Society1, Third Edition (Boston: Houghton Mifflin Company, 1989), p.516.

The benefits of an in-depth character study of the person Adolf Hitler are, however, doubtful, as these studies often sensationalize history. It is also noted that the focus on Hitler, including the manifold psycho-pathological studies of Hitler's personality, tends to distract from the question regarding the source of his power and the reasons for his rise to prominence in Germany.

C. 1. 5. Links Across Time and Place, A World History by Ross E. Dunn [Senior Author], Dorothy Abrahamse, Gary Davison, Edward Farmer, James J. Garvey, Denny Schillings, David Victor, William H. McNeill [Senior Consultant] (Evanston, Illinois: McDougal, Littell & Company, 1990), 828 pages. Abbreviated TB. Referred to as Links.
Links Across Time and Place, A World History, Teacher's Annotated Edition by R. Dunn, D. Abrahamse, G. Davison, E. Farmer, J.J. Garvey, D. Schilling, D. Victor, W.H. McNeill (Evanston, Illinois: McDougal, Littel & Company, 1990), 348 pages. Abbreviated ATE.

Introduction: The editor sees historical inquiry as a means to an end, namely the development of reading and writing skills. In the present information society these skills are determined to be crucial because, as Dunn claims,"the economic prosperity of individuals and nations depends on processing and manipulating information."(ATE, p.T5) Furthermore, the development of critical reading and writing skills will facilitate critical thinking. The textbook is designed to coach the student and provide "training in how to read, write, and think critically."(Ibid.) Drawing on the language approach, the authors have provided a variety of teaching strategies to achieve these goals.

The "Letter from the Author" to the student expresses this objective in more casual language, but likewise asserts the study of history as a way to understand and better manage the "real" and everchanging world of today. Additionally, the senior author outlines two other teaching objectives. First, to develop a global perspective based on the study of past interdependent and interacting societies, and, secondly, to encourage the student to be tolerant but not indifferent towards the world's people.(TB, p.v) The introduction's emphasis on the existence of an interdependent and interacting global community is reinforced in the text itself, the title of the text, and even on the cover of the book which depicts an astrolabe from 1532. Allegedly, this astrolabe from 1532 was made by Georg Hartmann, vicar of Nuremberg. "The Muslims perfected the device and introduced it into Spain. Astrolabes, widely used in Medieval Europe in the 10th and the 11th centuries, were replaced by the sextant."(TB, p.iv)

The introduction in Links reflects the goals and objectives of curricular experts as they have been formulated in more recent curricular guidelines of the individual states.[1] The following analysis will consider whether the authors' emphasis on an interacting global community has changed, quantitatively or qualitatively, the coverage and presentation of Western Europe.

Mode of Presentation: In accordance with the emphasis on reading and writing skills as stated in the introduction, the teacher's edition features a multitude of teaching strategies. These strategies include the following pedagogical aids: lesson planning, notes on proper pronunciation, instructions for group work and cooperative learning, the setting up of debating teams, research strategies, and separate teaching plans for honors and basic students. The end-of-chapter review

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[1] See the curricular guidelines of Wisconsin, New York, Texas which stress global education as one, if not the major, objective of instruction on World history.

Content Elements (Units)	Total Pages	W.- European Coverage			German Coverage		
Timelines		within total cov.	total pages	within W.-E. cov.	within total cov.	total pages	within German cov.
1. Development of Civilization - 800 B.C.	86	(0.5%)	4	(1.5%)	(0.2%)	0.5	(0.9%)
2. Expansion of Civilization 800 B.C. - 200 A.D.	92	(5.1%)	39	(15%)		-	
3. Links throughout the Hemisphere 1000 - 200 A.D.	96	(2.9%)	22	(8.4%)	(3.2%)	8.5	(15.3%)
4. Civilization in the Middle Ages 1000 - 1450	94	(4.8%)	37	14.2%)	(1%)	2.5	(4.5%)
5. Age of Global Communication 1450 - 1650	98	(4%)	31	(11.9%)	(1.9%)	5	(9%)
6. Revolutions and Enlightenment 1650 - 1850	96	(7.6%)	58	(22.3%)	(1%)	2.5	(4.5%)
7. Western Nations Lead the World 1850 - 1945	108	(7.8%)	60	(23%)	(12.7%)	33	(59.5%)
8. Interacting Modern World 1945 - (1990)	98	(1.2%)	9.5	(3.7%)	(1.3%)	3.5	(6.3%)
	768	(33.9%)	260.5	(100%)	(21.3%)	55.5 (7.2%)	(100%)

questions are divided into six categories which encompass the areas and skills of "Comprehension," "Analysis," "Challenge" and many more. In spite of the fancy categorization, the questions in Links are not significantly different from the questions asked in comparable textbooks. There is, however, a greater emphasis on writing, in particular on essay writing. Furthermore, the "challenge" category is appropriately labeled as the questions are often quite difficult. The simple text structure and the multitude of illustrations in the text are deceiving. Based on the abstraction level required for the review questions and the frequency of foreign and difficult words in the text, Links appears to address a higher grade level, probably grades 6 and up. It is noteworthy that the text often employs technical terminology and foreign terms. Every chapter features a roped-off "Vocabulary Development" section which defines the terminology used in the respective chapter. Likewise the chapter focus and/or objective is clearly stated at the beginning of each chapter. Other special features include "Geography in History," "Focus on People," "Focus on Sources," and "Focus on Society." Links also provides a reference section including maps, a glossary, index, captions and acknowledgements. There is no list of outside reading in the text or in the Annotated Teacher's Edition.

Coverage - Total Western European coverage in Links has dropped to 33.9 percent - the lowest coverage of all textbook surveyed in the category of world history. The comparably low European coverage is due to a greater emphasis on non-Western societies in the text. Furthermore, the majority of the authors and the senior author, Ross E.Dunn, are specialists of non-Western societies. The shift in emphasis has led to overall less German coverage: of 768 pages total text roughly seven percent deal directly with German history. Within Western European coverage, the German "share", however, has remained stable, namely 21.3 percent.

Due to the focus on international trade, cultural exchange and the transfer of early advances in science and technology between nations, the political development of Western nations is covered less thoroughly. The chapter objectives, stated at the onset of the lesson, reflect this emphasis on cooperation and trade. Concerning the Roman Empire the authors have stated as one chapter objective: "To understand that by A.D.200 all of Eurasia was linked by trade."(TB, p.171) For Medieval Europe and the rise of towns, Links has stressed previous Muslim trade dominance and determined the teaching objective "to understand the shift from Muslim to Italian dominance."(TB, p.314)

Early German history is covered in greater depth than usual. Links is also one of the few texts which describe the Celts and the Celtic culture as a forerunner of the Germanic tribes. The Celts are identified as having brought from central Asia "the aggressive, warlike qualities that marked later European culture."(TB, p.123) The discussion of the Celts also highlights Celtic culture and the function of the Druids in preserving and teaching Celtic customs and law to the people. The American celebration of Halloween, for example, is traced back to the Celtic customs.(TB, p.124)

The greater consideration of non-Western cultures in Links has also led to a slightly different approach in the treatment of Western countries. Early European tribes, for example, are more comprehensively covered. Besides reporting on Celtic culture, the text also discusses the Germanic tribes in greater detail than other texts in the category. Having acknowledged that Tacitus' "Germania" represents the only written account of the Germanic tribes, the authors have decided to provide a two and one half page excerpt which describes the various aspects of Germanic society, its democratic and egalitarian as well as its military features. (TB, pp.184-186) The greater quantitative consideration of tribal cultures mirrors the benevolent attitude of Dunn et al. towards, what is considered in the text as, "frontierpeople."

The historical topics and characters who usually form the staple of historical writing, such as Charlemagne and Otto I, are discussed in passing or not at all. The authors are equally brief in the description of Europe's national monarchies. The Italian adventures of German kings and their conflict with the papacy, for instance, are not mentioned. Links explains the failure of German emperors to consolidate their power in Germany on procedural grounds and due to the Golden Bull which outlawed hereditary rule. Indeed, the Golden Bull decreed the election of the Holy Roman Emperor by seven specified princes, their right to elect the emperor, however, was hereditary.(TB, p.350)

In the presentation of the Late Middle Ages and the rise of states the authors likewise concentrate on trade. The student is asked to recognize and identify the "growing importance of trade, cities, and nationalism in Europe."(TB, p.333) The shift in priority is also reflected in the comprehensive discussion of trade in the Middle Ages (four pages) as compared to the brief debate on the rise of national monarchies (one page). Again, the diminished consideration of the rise of states in the West may stem from the different regard given to Western-style nation states.

The authors discuss the Protestant Reformation as a spiritual catalyst for change in Western society (see also context and accuracy). While the Reformation reportedly opened the minds to scientific inquiry, the text traces the dominance of European influence between 1650 and 1815 to four distinct reasons: a) Europe's superiority in science and technology, in particular European weaponry; b) European aggressiveness, embodied in national pride and glory; c) Europe's national treasuries were supportive of expansion and, due to wealth by conquest, paid for continued expansion; d) the missionary zeal of the Europeans which endowed the overseas expansion with a higher moral purpose.(TB, pp.501-502) The latter is supported by the account of the Spanish conqueror Francisco Pizarro:

"It was the will of heaven because you insulted the Holy Book. Take courage and trust me. We Spaniards are magnanimous people. We have come to this land to spread the religion of Jesus Christ. No wonder we are victorious."(TB, p.501)

European quantitative coverage from 1650 to 1850 is almost equal to the coverage of the century from 1850 to 1945, namely 22.3 and 23 percent, respectively. The timebreaks in Links are slightly unusual and reflect the authors' thesis of 1650 as the birthday of modern society; 1850 as the triumph of nationalism, and 1945 as the defeat of nationalism. German coverage from

1850 to 1945 amounts to almost 60 percent of total German coverage, while post-1945 coverage reaches only 6.3 percent.

The unification of Germany is described from Bismarck's foreign policy perspective, namely through "iron and blood" (see also slants and biases). The coverage of the Two World Wars follows the usual lines, there is, however, little information on the Weimar Republic and even less on the internal policies of Nazi Germany. The Holocaust is discussed in the context of Allied victory and the Nuremberg Trials.

Coverage of West Germany (including East Germany) - The division of Germany is traced back to the Allied decision making at Potsdam which specified the division of Germany into four zones of occupation. (TB, p.664) The consolidation of the British, French and American zones of occupation into one zone is stated matter-of-factly, no reasons for the absence of the Soviet zone of occupation are provided.

"The zones of Germany occupied by the Western powers began rebuilding with hard work, intelligent planning, and aid from the Allied countries. In 1949, West Germany drafted a new democratic constitution."(TB, p.678)

The text continues with a short presentation of the two main political parties and also presents an account of the rule of Konrad Adenauer.

"Under Konrad Adenauer's 14 years of leadership, West Germany became a major industrial and military power. Adenauer acknowledged Germany's responsibility for the war crimes committed against the Jews, and the government paid war reparations to Israel. He also allied Germany to a new era of peace with the Western nations."(TB, p.678)

Konrad Adenauer is the only West German chancellor explicitly acknowledged in the text. "Germany" is again mentioned in connection with the Berlin airlift and the founding of the European community. The picture of the Berlin airlift at the beginning of the chapter captures German children standing on a heap of rubble and staring at a plane which towers over them in midair. One child waves towards the viewer. This picture is actually a cutout of a larger photograph, as seen in other textbooks, which depicts adults and children during the allied airlift of Berlin. The picture in Links lacks adults, only the children are depicted. The photographic image sanctions the Berlin airlift on an emotional level. The policy decision supporting the Allied airlift, however, was based on strategic considerations, and only secondarily on humanitarian concerns. The cropped image of children was, perhaps, selected to ease the transition of the American perception of Germany from enemy in 1945 to victim of Soviet domination in 1949.

Berlin is again the focus in 1961 when East Germany erected the Wall. The accompanying photograph shows an East German border guard with a gun and a German shepard patrolling the Wall.(TB, p.693) The last reference to West Germany is made in a special feature section titled "Acid Rain". While the text does not mention West Germany, a reference is made in a color photograph which depicts the Harz Mountains in Germany in full bloom in 1980 and deforested five years later in 1985.(TB, p.736)

Post-1945 Western European coverage is minimal. Due to the crises in Berlin in 1949 and 1961, West German coverage accounts for one third of post-war Western European coverage. Reportage on British and French history resumes in the 1970s and 1980s. West Germany, on the other hand, is mentioned briefly as one of the European nations who have retained and stabilized democratic rule.(TB, p.743) This is the last reference to West Germany in Links.

Quite untypically, the somewhat diminished European coverage has not led to a significant shift in emphasis on German history. To the contrary, the unification of Germany in the 19th century and the two world wars amount to sixty percent which is roughly comparable to the German coverage in other texts during these particular time periods.

Context and Accuracy - The overall treatment of individual nations in the text appears fair and balanced. National histories are usually presented in the context of their time and not judged with hindsight. Moreover, the discussion of national states in the sixteenth century leaves open the destiny of Europe. The Holy Roman Empire, for example, is not presented as a doomed imperialist exercise, but instead interpreted as an attempt at establishing central unity.(TB, pp.398-399)

As pointed out before, Links focuses less on the unique features of the civilizations discussed and more, on their interdependence. At issue is not the state-building capacity of a nation but the nation's trade links and interaction with other countries. Likewise, when the reasons for European exploration are provided, the text mentions the rise of nations in Western Europe as one contributing factor. The main emphasis is on the technological advances that made European overseas expansion possible. Often this fact is overlooked in other texts, and to their detriment, since improvements in technology were a pre-condition for European exploration.
The authors make a convincing and well-developed argument that European progress and technology were partly based on Eastern scientific and technological discoveries. According to Dunn et al., it was the Chinese and Muslim discoveries that allowed for European conquest (see coverage). This belated, and surely deserved, recognition of early Eastern achievement, however, does not explain why this initial technological lead was not better employed by the non-Western civilizations. While most of the texts investigated do not address the transfer of technology from Eastern to Western civilizations, this remains an important historical relationship, as it ultimately allowed the Western nations to conquer the civilizations from which (part of) its technology was derived. Dunn et al. have not avoided this question but, instead, suggest that the Protestant Reformation facilitated a spiritual and intellectual liberation from the confines of religious dogma. "One of the important consequences of the Protestant Reformation was to end the Catholic Church's control of people's beliefs about God, nature, and the universe." (TB, p.412) Martin Luther's emphasis on individual salvation and on the individual's ability to confer with God without mediation of the Church liberated the individual and allowed

intellectual inquiry that was previously relegated to the Church. The Islamic and Chinese intellectual elites, the text maintains,

"remained in agreement about the truths that guided creation, nature and the universe. Chinese and Muslims made advances in science during the fifteenth and sixteenth centuries. However, religious and cultural leaders put narrow limits on free inquiry. In Europe, inquiry about the universe was opening up."(TB, p.412)

Ultimately, this intriguing interpretation closes the circle as it affirms the capability of the Western man to redefine and revolutionize religion while non-Western cultures remained captives of their religious dogma.

The emphasis on trade and exchange also facilitates the inclusion of often "invisible" groups, such as the Jews in the Middle Ages, who could not claim stateship. In Links, progress is not measured by the state building capacity of a people but, rather, in the respective people's ability to engage in international trade. The chapter on Jewish culture and trade, for example, briefly discusses religious anti-semitism in the aftermath of the crusades and then confirms the important role of Jewish communities in the Middle Ages.(TB, pp.317-318)

"These communities existed wherever Jews found opportunities for trade...The Jewish people, in one important way, were like the Italian, Chinese, and Islamic peoples. Each led to the expansion of trade in the eleventh and twelfth centuries."(TB, p.318)

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Concerning the description of recent German history, the text identifies West Germany with Germany proper. Although the text had previously noted the division of Germany, into East and West, the description of West Germany in the 1950s ignores the existence of another (East)"Germany." Instead, Dunn et al. report,

"Konrad Adenauer, leader of the Christian Democrats became Chancellor, or prime minister, of **Germany** in 1949...He also allied **Germany** to a new era of peace with the Western Nations." (TB, p.678)

In the discussion of European cooperation West Germany is again identified as "Germany." In addition, Chancellor Adenauer is now inaccurately titled "Germany's prime minister."

"Several leaders, however, agreed on economic cooperation among nations. **Germany's prime minister, Konrad Adenauer,** declared, "We will have to shake off this idea [of national loyalties] if Europe is to develop as it deserves."(TB, p.689)

The text does not properly acknowledge the two main parties in the Federal Republic. The third significant German party, the Free Democratic Party, is not mentioned at all. While the leadership of Chancellor Adenauer and his party is fully recognized, the tenets of the Social

Democrats appear highly suspect. Moreover, the account in the text represents a gross simplification of the two leading parties.

"The Christian Democrats, who held the majority of seats in the legislature, encouraged private enterprise. The Social Democrats were socialists who favored government control of the factors of production."(TB, p.678)

This presentation invokes a scenario in West Germany that never existed in this form, namely the choice between "one" democratic party, the Christian Democrats, and between the "other," un-democratic, namely socialist, party. A country whose political spectrum shows these limitations must appear politically unstable. This image of basically two choices -socialism or capitalism- in West Germany attests to a still vivid cold war perspective. It is noted that the text refers only once to East Germany, namely in an enumeration of the "satellite nations of Eastern Europe." The index does not provide East Germany as an independent reference but as "East Germany, Soviet control."(TB, p.804) The absence of reporting on East Germany, combined with the lack of discussion on the Eastern Treaties indicates the neglect of the significant events in Europe over the last four decades.

Slants and Biases - The text has avoided a structural and physical separation of the various civilizations. The Minoan civilization, for example, is discussed in the context of early ancient history and presented between the Phoenician civilization and the Aryan culture. In most textbooks, however, the Minoan civilization precedes the discussion on the Greek city-states, because the civilization developed on the Greek island of Crete. The Minoan civilization pioneers the Greek city-states for roughly one thousand years; the editorial decision to discuss them separately and in chronological context eliminates some of the Greek mystique. By conceptualizing the Minoans as a seafaring and trading civilization which spread its influence through commerce, the stress is on international exchange. At the same time, the authors can establish the key concept that civilizations with superior mobility prevail over neighboring civilizations.

The notion that it was Western civilization, for the most part or even solely, that brought forth technical progress is refuted on various occasions in the text. More often the authors demonstrate how the people of Western Europe exploited and refined the techniques or instruments developed by Asian or Middle-Eastern civilizations.

"Han scientific achievements, in contrast to those of the Hellenistic world, involved practical solutions to problems. A Han scholar constructed the first seismograph to detect earthquakes and measure their intensity."(TB, p.170)

Concerning the overseas expansion of Western powers, the authors repeatedly affirm that without the technological contribution of non-Western powers European exploration would not have been possible. As the following examples further demonstrate, Dunn et al. have attempted to present a less biased account of world history and the achievements of its peoples.

"Before the year 1000, Europeans used ships that had single, square-rigged sails...Muslims had developed a better type of sail that could use both tailwinds and headwinds - the lateen sail...A second development in ship development was an improvement in steering...The Chinese, in the first century A.D., developed a method of using a single rudder attached at the end of the ship...Muslims borrowed the idea from the Chinese and passed it on to Europeans in the late thirteenth century...A third development that aided European navigation was the use of several masts. Again, this was a Chinese innovation that spread to Europe...Europeans also learned about better navigation skills and instruments from Muslims and Chinese traders.(TB, p.379)

The irony of this progression of knowledge and its consequences does not escape the authors. A subsection titled "Knowledge from the Muslims" touches upon this relationship:

"Europeans of the fifteenth century would have been ill-equipped to explore without the knowledge of seafaring technologies that many peoples had gained over the centuries. The knowledge passed on from earlier centuries, as well as improvements of their own, helped Europeans to change the world forever."(TB, p.380)

By presenting nations and political developments - at least until the Reformation - as interacting and interconnected, the authors do not establish a bias of the kind that was previously discussed in other textbooks. Moreover, this approach stressing the "links" between civilizations has traditionally been overlooked and deserves greater attention. Links, thus, takes a less "Eurocentered" approach in favor of non-Western countries.

Reporting on Germany has undergone a shift in focus: the medieval German kings are underreported (or absent) while the Germanic tribes receive great attention. As mentioned earlier, Tacitus' "Germania" provides insights into the early social as well as the military organization of the Germanic tribes. By means of a lengthy excerpt, Links offers a complete image of the tribal organization, the weaponry, and the assemblies of the Germanic tribes. Since the text relies heavily on the account of the Roman writer Tacitus, it appears relevant that the authors also provide Tacitus' rationale for writing. Tacitus represents one of the most acclaimed historian-politicians who sought to improve contemporary society by using historical examples. Thus, Germania was mainly written for the then degenerating Roman upper classes as a mirror and warning. The picture of the Germanic tribes, their simple life style and preparedness to defend the tribe, may well be an exaggeration intended to impress upon Roman society the need to reform. Nevertheless, the account in the text provides valuable insights and a more complete picture of the Germanic tribes.

The detailed account regarding the early Germans contrasts with the virtual absence of later German history until the unification of Bismarck's German Reich and Germany's role in the Two World Wars. Although Links mentions briefly the Carlsbad Decree as evidence of discontent in Germany (TB, pp.520-21), there is no reference to the Revolution of 1848 or any other evidence of a liberal or humanist-socialist tradition in Germany. The internal policies of Bismarck's Germany, his "Kulturkampf" and the outlawing of the Social Democrats, are not discussed. The social security laws are not presented as an attempt to counteract the appeal of the Social Democratic Party but are presented in the context of nationalism in Germany.

"To win popular support, Wilhelm introduced some liberal policies. He increased the social insurance programs passed under his grandfather. He also supported public schools, making Germany's schools among the best in the world. Wilhelm encouraged industry, and by 1900 Germany was the leading industrial nation in Europe. Wilhelm's policies contributed to nationalism in Germany, the people's sense of pride in their nation."(TB, p.574)

In the text almost sixty percent of German historical reporting takes place in the period between 1850 and 1945. While the authors comprehensively discuss the worldwide impact of the Great Depression and fault economics for the rise of Fascism in Germany, the text omits a presentation of the Weimar Republic and its constitutional dynamics which allowed for the Nazi takeover. The only reference to the Weimar Republic concerns the lack of popular support for the Republic. Moreover, the Weimar Republic is presented as a doomed enterprise because of its psychological connection with defeat. The twin reasons, economic crises and lack of support for the Republic, are provided to account for Nazism in Germany. The racist policies are stated matter-of-factly, but no account of the internal policies in the Third Reich is given. Instead the text focuses exclusively on the external conduct of Nazi Germany.

The Holocaust is described in the context of Allied victory, that is, when the "world learned the extent of Nazi crimes against humanity." (TB, p.664) As rampant anti-semitism and the silencing of the opposition formed an integral part of the Nazi regime, these events need to be discussed in the context of Nazi rule. The presentation of the Third Reich suffers from the lack of a domestic dimension. The one paragraph that touches upon the Nazis' rise, focuses almost exclusively on Hitler's biography, his high school performance and time in the German army.(TB, p.646) Nevertheless, Links describes two phenomena that are rarely acknowledged in basal textbooks. The first instance relates to the model camp Therezin (Theresienstadt) in Czechoslovakia which served as a Nazi "showcase" for humanitarian organizations. (TB, pp.665-666) The second instance concerns the development of science and technology in the Third Reich that was later employed to construct Anti-Ballistic Missiles(ICBMs) and also spaceships.

"German scientists, led by Wernher von Braun, constructed an arsenal of rockets. The V-1 rocket, or buzz bomb, was in full production by the spring of 1944. The V-1 and later V-2s terrorized people and caused destruction in such cities as London and Antwerp. These weapons could not save the Nazis. However, the V-2 series set the stage for later work on Intercontinental Ballistic Missiles. The rockets that carried the first cosmonauts and astronauts into space in the early 1960s were the legacy of World War II science and technology."(TB, p.661)

The above account appears cynical and the authors seem unaware of the ethical dilemma that this incorporation of former Nazi technology into modern science poses. The text's high regard for technological progress may have blinded the authors to this dilemma. In addition, Links overemphasizes German scientific accomplishment and ignores German cultural and artistic achievements.

Another instance of the text's ethical indifference concerns the comparison of "Costs of the War" with "Postwar Technology."(TB, pp.666-667) The human suffering in the concentration camps is not mentioned. Instead, the authors focus solely on the battlefield dead. "Postwar Technology" describes scientific progress due to war research in the field of medicine, such as new frontiers for plastic surgery, and space research, such as rocket and air travel, research that the Second World War opened up.(Ibid.) While it is certainly true that war research has produced (and still does) technological spill-over, the text's comparison of the human costs with the technological advances (read benefits) encourages moral relativism.

C. 1. 6. World History: Peoples and Nations by A.G.Mazour and J.M.Peoples. Annotated Teacher's Edition. (Orlando: Harcourt Brace Jovanovich, 1990), 903 pages. Referred to as Peoples and Nations. Annotated Teacher's Edition abbreviated ATE. Student's Edition abbreviated TB.

Introduction: The stated goal of the textbook, as pronounced in the teacher's edition, is "to provide students with a vital understanding of the past in order to help them understand their own times."(ATE, p.6) History is understood in this text as a continuum of forces which helped to shape events and succeeding times. Within the parameters of geography, chronology and relevance, the text proposes to provide a balanced account of history while addressing political and economic developments as well as intellectual and social history.(Ibid.)

The introduction to the pupil's edition reiterates the above-mentioned goal with emphasis on the moral lessons that a study of world history can offer. The student of history, nevertheless, is cautioned that history does not always provide ethically adequate lessons. "Sometimes, for example, immoral behavior has proved successful."(ATE, p. xxxviii) On the other hand, the student will "learn about the power of ideas, such as the belief that every human being has worth and dignity that must be respected".(ATE, p. xxxix) The message to the student is cautionary and, at the same time, assertive. Thus, Peoples and Nations by Mazour and Peoples addresses a readership which is expected to handle the inconsistent moral lessons of history.

Apart from listing the dimensions of historical inquiry - defined here as economic, political, religious, and artistic - Peoples and Nations also introduces the geographic dimension. Additionally, the authors intend to delineate the forces behind the rise and decline of nations and the theory of crisis management, or history of wars. Significant space is devoted to a description of the many special "features" in the text (see also mode of representation).

Mode of Presentation - The textbook is well constructed and contains numerous special features adjacent to the text which complement the content matter of the respective chapters. These special features consist of essays on art, music, literature, religion and philosophy; as well as reflections on hypothetical situations, the so-called "What If?" feature. Interdisciplinary essays on history and geography are also provided. The many special features differ in length and cover different disciplines. The text also includes "skills" activities, aimed at building history skills. Expansive review sections further reinforce skills development and chapter comprehension. The quality and variety of the colorful visual aids is impressive. Although the text appears to be written for a higher grade level, probably Grade 11 and up, the combined ratio of illustrations, special features, and pedagogical aids to text is surprising, almost 1:1.

The visual attractiveness of the text contrasts sharply with the tone of the text which is at times flat and uninspiring. Generally, however, the text invites historical debate and the chapter reviews for the student are often excellent. It appears that the authors have made an effort to keep the text neutral and balanced. The special features and review sections are used to make

Content Elements	Total Pages	W-European Coverage			German Coverage		
Timelines		within total cov.	total pages	within W.-E. cov.	within total cov.	total pages	within German cov.
1. **Beginnings of Civilization** ca. 3,700,000 B.C. - A.D. 600	98		-			-	
2. **Mediterranean Civilizations** 2,000 B.C. - A.D. 476	86	(9.5%)	86	(19.2%)	(0.4%)	2	(2%)
3. **World in Transition** A.D.395 - A.D. 1707	138	(5.7%)	52	(11.6%)	(2.7%)	12	(12.4%)
4. **Emergence of Modern Nations** 1350 - 1830	164	(14.4%)	130	(29%)	(3.6%)	16	(16.5%)
5. **Development of Industrial Soc.** 1600 - 1900	150	(11%)	100	(22.3%)	(4.9%)	22	(22.7%)
6. **World Wars in the Twentieth Century** 1882 - 1945	112	(7.2%)	65	(14.5%)	(8.9%)	40	(41.2%)
7. **The World since 1945** 1945 to present	152	(1.7%)	15	(3.3%)	(1.1%)	3-5	(5.2%)
	900	(49.5%)	448	(99.9%)	(21.6%)	97	(100%)

connections, introduce controversial material, e.g. revisionist theory (ATE, p.760), and provoke an analytical study of history. An outside reading list is not included in the pupil's edition, but is found in the annotated teacher's edition.

Special features of the teacher's edition include interleafs and sidetexts which provide point-of-use teaching resources as well as recommendations for teaching strategies of the content matter. Annotations printed in blue on the top margins assist the teacher in anticipating student responses and in supplying background information. Multimedia sources are listed and an extensive bibliography, for student and teacher reference, is also included. In summary, the many features of the text enable the teacher to discuss subject matter with which he or she may not be closely familiar.

Coverage - The histories of Western Europe cover roughly 50 percent of the text. The coverage follows the familiar pattern (see matrix). Western European coverage significantly decreases after 1945. This quantitative decrease in coverage is partly due to a different historiographical approach. The modern world is not presented in a country-by-country fashion, but as a global village in which dramatic changes in technology affect all the nations of the world. The structure and the resulting problems of post-modern society are discussed by using American society as the example. After 1945, those countries presented individually usually tend to belong to the so-called "Third World." Therefore, conflicts are still associated with specific countries but they do not seem to concern, at least in this textbook, Western Europe. The title of the penultimate chapter underlines this shift of concern: "Latin America Became the Focus of World Attention."(ATE, p.830)

Within the Western European coverage the quantitative distribution of individual countries highlights the conceptual approach of the textbook. The coverage of the ancient Greeks is exemplary. Significant attention is given to the physical setting and the political development of the Greek city-states, mainly Athens and Sparta. In the presentation of the Roman Republic the focus is on imperial expansion, Roman law, and the rise of Christianity. The exchange between Romans and Germanic tribes is presented solely in military terms, i.e., the Visigoths having "sacked" Rome. (ATE, p.168) The amount of space provided for the presentation of the "Mediterranean World" constitutes almost 10 percent of the text, or 19.2 percent of net Western European coverage.

From the ancient Greeks the authors proceed to the Middle Ages. After a brief presentation of Charlemagne's reign and a portrayal of feudalism, People and Nations continues with a comparative analysis of the evolution of royal power in England and France. English and French development is then contrasted with the German development as expressed in the history of the Holy Roman Empire. The Middle Ages, which are said to cover roughly the time period from 400 to 1400 A.D. are presented on 52 pages which constitutes 5.7 percent of the entire text.

The textbook's main emphasis within Western European history is placed on the period from 1350 to 1830. In this period various modern concepts have emerged and, as in many other textbooks, nations stand as a paradigm for these concepts (or historical developments). Starting with the Italian Renaissance, the text proceeds with the German Reformation, the Spanish/Portuguese overseas expansion, the English constitutional monarchy, and, finally, the French Revolution. These developments in Western Europe, encompassing almost 500 years of history, received comprehensive treatment, i.e. almost 15 percent of the sample frame, or 29 percent of net European coverage. However, the majority, roughly two thirds, of the historical account is given to the French and English developments. The Reformation in Germany is examined on two pages. This pattern prevails in the following unit. In the analysis of the 1848 Revolutions in Europe, the German and Italian revolutions, which also occurred in 1848, are not mentioned. (The unification of Germany and Italy is presented in the unit that outlines the changes during the Industrial Revolution).

The unit "World War in the Twentieth Century" contains the most information on Germany, nominally 41.2 percent of the entire German coverage. The timeframe of the unit is identified as 1882 to 1945. With the time frame for the unit "World War" beginning in 1882 -the conclusion of the Triple Alliance between Germany, Austria-Hungary, and Italy- the main actors are identified. In the introduction to the First World War, the account begins with a debate on the causes for the First World War: nationalism, imperialism, militarism, and the system of alliances. The system of alliances is discussed on multiple pages in great detail. The concepts of nationalism, imperialism, and militarism, on the other hand, are described in two paragraphs (see also context and accuracy).

After a description of the course of the First World War, the text proceeds to an in-depth presentation of the post-war problems, which quantitatively matches the space given to the coverage of the First World War itself. Also, Peoples and Nations is one of the few textbooks in this survey which mentions the governing of the German Saar region by the League of Nations while France was entitled to work the area's coal mines for 15 years.

The economic, social, and political problems that all of Europe faced after the war are broadly discussed. The authors place emphasis on the effects of the Great Depression in the United States, France, Britain, and Germany. The Weimar Republic is comprehensively presented and a roped-off page in the text discusses the election results of the 1933 election to the Reichstag.

Initially, the text treats the rise of the fascist regimes in Italy and Germany as an internal affair and presents these events in conjunction with the communist takeover in Russia. After a brief debate on appeasement policy at Munich, the authors discuss the Nazi-Soviet Pact and then proceed swiftly to a description of the course of the Second World War and its major actors. The historical account on the "Final Solution" is incorporated in the chapter on the War. Likewise, the war-time conferences are examined briefly in chronological order, i.e., Yalta and

Potsdam are discussed in two paragraphs. The Tehran Conference, however, is omitted.[1] The coverage of Western Europe after 1945 is almost negligible and amounts nominally to roughly 12-15 pages.

Coverage on the Federal Republic of Germany - West Germany is covered on three pages. One of the pages describes the Nuremberg trials with a picture of German war criminals, featuring industrialists, like Krupp, and former army generals. This photograph is the last picture of Germans in the text. The remainder of the text on West Germany describes the "West German miracle." It purportedly resulted from "technological innovation, a commitment to quality, and the absence of strikes, and other labor troubles."(ATE, p.764) An eye-witness confirms this proclamation by relating the experience of a Sudeten-German who managed to build a nylon-stocking factory which "would be the pride of any United States Chamber of Commerce...an authentic example of shrewd rationalization..., tidiness, and profitability."(Ibid.)

This German image of economic prosperity is underscored by a picture of body shells for the "Beetle" from the Volkswagen plant in Wolfsburg. This picture also surfaces in other texts' presentations of West Germany. Politically, West Germany is said to be firmly anchored in the West- thanks to Chancellor Adenauer. The Federal Republic of Germany is discussed once more under the chapter title "Western Europe's search for Stability." Chancellor Willy Brandt is noted for his "Ostpolitik", which is defined separately in one of the special features in the textbook, entitled "What if?."

Chancellor Helmut Schmidt, however, fares less favorably. His foreign policy reportedly strained relations with the United States. US-German relations allegedly soon improved due to the new Chancellor, Helmut Kohl. The most current event mentioned involving Germany regards the effects of perestroika in East Germany. The fall of the Berlin Wall is reported in a few sentences. According to Peoples and Nations, the two Germanys are working on political union.

The short account on East Germany reflects the authors' disregard for East Germany meriting less than half a page of text in the entire book.

Context and Accuracy - Although Peoples and Nations avoids obvious simplistic generalizations, the chosen method of reporting and the omission of relevant information leads to an incomplete presentation of history. The text's focus on early national union as a measurement of national progress distracts one's appreciation of alternative pathways towards development. This emphasis on national union has caused the the text to wonder aloud why the German people, unlike other Europeans, failed to unite.

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[1] At the Tehran Conference in 1943 Roosevelt, Stalin, and Churchill had agreed on opening the second front in Western Europe, thus establishing the liberation of Eastern Europe by the USSR and not the Western allies.

"The inability of the German people to form an enduring union before the late 1800s appears as a great historical mystery."(ATE, p.577)

The above quote represents the opening statement on the chapter on Germany's belated unification under Prussian leadership. The matter receives no further discussion and the authors provide little context within which to solve this "historical mystery." Incidentally, the authors have failed to discuss the German revolution of 1848. Moreover, the unsuccessful German revolution in 1848 is presented as an afterthought in the discussion on the Zollverein.

"In 1848 uprisings in France touched off demands for liberal reforms throughout Germany. Agitation was intense for a while, and elections were held for representatives to a National Assembly in Frankfurt to try to unify Germany. Eventually, however, the demands of liberals for representative government were defeated."(TB p.579)

No explanation for the failure of the National Assembly is provided. Instead the text poses more questions than it answers. Considering the fact that German history is presented on roughly 100 pages (of 800), the cavalier treatment of the 1848 Revolution is insufficient.

Although the treatment of the First World War enables the student to discuss, meaningfully, the course of the war and to identify the major actors, the text falls short in providing a sense of the prevalent psychological climate in 1914.

At the outset of the discussion of Germany in the 1930s, the authors emphasize Hitler's charismatic personality and oratory skills, as well as his strategy of promising something to everyone. His racial ideas are treated as his private obsession, formed during his time in Vienna. The victims of his internal war were also "liberals, socialists, and Communists [who] often ended up in large prisons called concentration camps."(ATE, p.684) The Communist party is depicted as having been the National Socialists greatest challenger in the Reichstag. In spite of an entire page that, via original documents, encourages historical inquiry into Hitler's rise to power, the text does not achieve a clear chronological presentation. The burning of the Reichstag did not, as the Nazis had hoped, propel the fascist party to a resounding majority in the Reichstag. Moreover, only with the help of the Nationalists, who had won 8 percent of the vote, could Hitler form a majority. In spite of a slightly confusing chronology, the idea of using original documents is commendable.

The course of the Second World War is discussed in the accurate sequence of events, and the "Final Solution" is correctly placed in context with the invasion of the Soviet Union and Hitler's "New Order" for Eastern Europe. Support in Germany for the persecution of the Jews and other unwanted groups was reportedly mustered "because so many people had accepted as fact the Nazi theories about the racial superiority of the Aryans." (ATE, p.729) The presentation of Nazi Germany thus begins with Hitler's biography, his rise to power, his program in action, his external aggression and, lastly, Hitler's "New Order" and defeat. The authors have strongly focused on the person of Hitler, yet failed to show internal reactions to Nazi rule, the resistance within Germany (even if ineffective) and, in particular, the resistance of the Nazi victims. With the exception of a quote from Milton Meltzer's book Never to Forget the reporting appears German-centered.[2]

Although the authors take note of the history of anti-semitism in Europe, there is insufficient reporting on the period of pre-war oppression. Otherwise, as one historian has asserted, "if students are going to learn anything from their study of history, they should learn that events of the magnitude of the Holocaust do not simply just happen."[3] Furthermore, the presentation of the final solution suggests that there was no resistance to Nazi terror. However, the rebellion at Bialystok, the destruction of the crematoriums at Ausschwitz and the Warshaw Ghetto uprising bespeak the active resistance of the victims.

Federal Republic of Germany - The authors provide a distorted image of Chancellor Schmidt's foreign policy. The account on West Germany in the 1980s asserts that Chancellor Helmut Schmidt "continued Brandt's Ostpolitik. However, Schmidt's administration of this policy strained diplomatic relations with the United States."(TB, p.862) It is noted that the authors have endorsed Ostpolitik and dedicated a "special feature" to the definition of this policy term. The basis for the reproach vis-a-vis Chancellor Schmidt's version of Ostpolitik is not explained. The text instead gives the impression that Chancellor Schmidt moved West Germany closer to the Soviet Union and somehow decoupled West Germany from the West. This interpretation, however, does not stand close scrutiny. It should be recalled that World History by Reich et al. also had criticized German political leadership during the Carter Presidency.

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[2] This quote from Never to Forget, however, stems from an SS officer. In her research on the presentation of the Holocaust in Israeli textbooks, Ruth Firer differentiates between the German-centered research-textbooks and the Judeo-centered texts. The German-centered texts emphasize either Hitler's role in planning and implementing the final solution (the intentionalist school) or they focus on the power structure and the political processes of the Third Reich (the functionalist school). There is no consideration of the victims, moreover, Jews appear as passive objects facing the destructive death machinery. The Judeo-centered texts, on the other hand, focus on the Jewish reaction, in particular Jewish resistance and the Jewish internal life during the Holocaust. See the Firer's instructive work "Israel" in The Treatment of the Holocaust in Textbooks (ed.) Randoph L. Braham (New York: Columbia University Press, 1987), pp.153-231.

[3] Glenn S. Pate, "The Holocaust in American Textbooks," in The Treatment of the Holocaust in Textbooks, ed. Randolph L. Braham, p.248.

At the risk of being repetitive, it should be noted that Chancellor Schmidt's policy vis-a-vis the Soviet Union is subjected to undue criticism in the texts. In the 1970s the Soviet Union gained a military advantage in the Western European theater of operations because the Soviet Union commanded larger conventional forces and also threatened the front line countries (like West Germany) with newly deployed intermediate-range missiles. These intermediate-range missiles, the so-called SS-20, were targeted against Western European countries and not against the United States. In 1977, Chancellor Schmidt requested the United States to close the grey zone of intermediate-range nuclear rockets by including the Eurostrategic nuclear weapons (and the conventional forces) in the SALT II arms control agreement. By way of incentive, the West was to counter the Soviet threat with the deployment of her own version of intermediate-range missiles, if no arms control agreement could be obtained.

This policy failed due to a number of reasons. The timing of Schmidt's proposal, which became known as the "double-track decision," could not have been less fortunate. Only two weeks after the West adopted Schmidt's proposal as official policy, the Soviet Union invaded Afghanistan. In the United States and elsewhere public opinion turned dramatically against the Soviet Union and, given such willingness for military intervention, dimmed the chances for arms reduction agreements between the Soviet Union and the West. In West Germany, however, the public was divided and was still in favor of arms reduction and detente with the Soviet Union. In the United States commitment to detente, however, was on the wane. This policy conflict between Schmidt and Carter was enhanced by mutual misunderstandings. Moreover, as Helga Haftendorn asserts, Bonn's foreign policy of "political condemnation of the military regime but continuation of limited economic cooperation [with the Soviet Union and its allies] - brought the Federal Republic increasingly in conflict with the hard line of Washington policy, yet was unable to revive detente policy."[4] It was not Helmut Schmidt's poor administration of Ostpolitik, as Peoples and Nations asserts, but the differently formulated foreign policy goals at the time on either side of the Atlantic.[5]

Slants and Biases - The treatment of Western Europe in the text follows the "model country" approach. England appears as the decided model for democratic development and the industrial revolution. This approach expresses itself most visibly in the quantitative coverage of English historical development, political and economical developments alike. France is also exemplified as a model for democratic development with emphasis on the French Revolution as a catalyst for political change.

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[4] Helga Haftendorn, Sicherheit und Stabilitaet: Aussenpolitik der Bundesrepublik zwischen Oelkrise und Nato-Doppelbeschluss (Munich: Deutscher Taschenbuchverlag, 1986), qouted in Dennis L. Bark & David L. Gress Democracy and its Discontents 1963-1988 (Oxford: Basil Blackwell, 1989), p.322.

[5] The argument was already developed in the previous discussion of the textbook World History by Reich et al. The same argument is made again, because behind this seemingly insignificant issue concerning the presentation of dissent between a US and a foreign government hides the deeper issue of biased recording of history. Almost all texts reviewed tend to favor policy decisions of American government officials but are highly critical of foreign governments when a conflict of interest arises.

Yet, this approach obscures the view of interrelated events in Western European history. The Revolutions of 1848 in France sparked revolutions elsewhere, for example in the Germanies and in Italy. In fact, only Russia and Turkey remained untouched. It is indicative of this "model-country approach" that the German and Italian revolutions in 1848 are not explained in the context of the reform movements of the first half of the 18th century, but, instead, are mentioned as an afterthought.

Until 1945 the authors tend to discuss European countries in clusters: Britain and France on the one hand and Germany, Italy and the Soviet Union on the other hand. The chapter headings referring to France and Britain focus on "reform" while the focus of Italy and Germany is "tension". For example, France and England are discussed in the period from 1794 to 1911 under the heading "**Reforms** swept through many areas of the World in the 1800s,"(TB, p. 542) while Italy and Germany is presented in the period from 1806 to 1913 under the heading "Unification of new nations added to rising **tensions** in Europe."(TB, p.572)

The modern image of West Germany in the 1950s that emerges in the text is one of prosperity, firm leadership and political stability. In accordance with this profile, People and Nations has chosen "The West German'Miracle'" as the heading for their report on West Germany.(TB, p.763) In the historical account on West Germany in the 1950s the focus on economics is so pronounced that other information, for instance, on political parties, assumes secondary status. First and foremost, West Germany's economic prosperity appears as the example of successful American foreign policy in Western Europe. Secondly, the authors recognize the resolve of the European people, in particular the German people, to rise from the ashes and rebuild what was destroyed in the war.

In the German case, however, there is an undercurrent of economic resentment in the face of the observed "German commitment to quality." Reportedly this commitment expressed itself in the German automobile industry which "became a strong competitor of its American counterpart." To further underscore the thesis of German business-mindedness and German tidiness, the text quotes the success story of a Sudeten-German who advanced from rags to riches (see coverage).

The reviewers noted, however, that the format of reporting on post-war Germany indicates that West Germany has become one of the Western powers. Unlike earlier in the text, West Germany is now grouped with Britain and England as the "West" and receives equal quantitative treatment. The brief treatment of post-1945 Western European history hampers the emergence of a distinct national profile. It may be useful, therefore, to contrast and compare the respective reporting on the three major Western European countries: Britain, France, and West Germany.

Incidentally, British economic troubles compare negatively with West Germany's prosperity; the authors assert that Britain's economic misfortunes are due to the welfare state, outdated industrial equipment, loss of overseas colonies and "brain drain" to the United States and Canada.(TB, p.764) From a quantitative perspective reporting on Britain in the 1950s has significantly decreased and assumes third place to reporting on West Germany.

France, on the other hand, is covered as extensively as West Germany but the focus is on political affairs rather than economics. The authors declare that France has experienced only staggering economic recovery and portray France as a politically unstable country. General DeGaulle, as in other world history texts, is described as the "troublemaker" of European politics. The challenge that Charles DeGaulle posed to NATO appears more severe than the Soviet challenge.

"The chief challenge to NATO, however, came from the president of France, Charles DeGaulle. Wishing to take a more independent course, he withdrew some of the French troops from NATO in 1966 and asked the United States to give up its NATO bases in France."(TB, p.762)

Internally, Premier DeGaulle, according to the text, established stability. "This stability, however, was attained at high cost to the French taxpayer."(ATE, p.765) The authors do not further elaborate on this point. Instead there is a lingering reproach, never fully explained but noticeable nevertheless, that something went wrong in France (and by implication, Western Europe) in spite of the initial economic success.

The description of Western Europe in the 1970s and 1980s focuses less on economic and more on political issues. Moreover, as the heading indicates, i.e., "Western Europe Search[es] for Stability"(TB, p.858), the emphasis is on the consolidation of the economic gains. The quantitative reporting has further decreased to nominally six pages. Reporting begins with Great Britain and a description of the changes under the direction of Margaret Thatcher. In spite of the strong leadership of Prime Minister Thatcher, Britain reportedly still faces economic hardship. More than half of the report on Great Britain is devoted to the Irish problem which is termed "an old conflict."(Ibid.) The text asserts the inability of the British government to cope with the Irish question and provides a rather gloomy outlook on the future prospects for peace in the region.

"By the end of the 1980s, the death toll in what the Northern Irish simply called "the Troubles" stood at more than 2,500. With a peaceful settlement apparently further away than ever and with violence once again beginning to escalate, it seemed likely that this figure would increase."(TB, p.859)

With this unhappy note, reporting on Great Britain ceases. Thus, the text's earlier friendly bias towards Britain as model country for democracy and progress (the latter for having been the first country to undergo the industrial revolution) is somewhat diminished in the post-1945 historical account. The authors tend to view the greatly diminished global role of Britain after the war and, likewise, Britain's economic troubles as signs of a deeper structural malaise which, however, is not discussed openly. While references to "inefficient factories" and "worker apathy" abound, British resolve in the Falklands conflict is not mentioned and, indeed, remains one of the most underreported conflicts in the textsbooks analyzed. In sum: Britain in the 1970s and 1980s still appears as the sick man in Europe whose house is not in order.

With the resignation of Charles DeGaulle in 1969, reporting on France in the 1970s and 1980s assumes a slightly more benevolent tone. Indicatively, the subchapter on France includes the subheading "A more realistic approach." (TB, p.859) The authors view the more realistic approach of DeGaulle's successor in office, Georges Pompidou, expressed in Pompidou's efforts at "close, cooperative relations with traditional allies."(Ibid.)

"Therefore, he sought stronger ties with the United States and ended French opposition to British membership in the European Community (EC). Within the EC, Pompidou tried to cooperate with other members rather than lead them."(TB, p.859)

Yet, there is still an undercurrent of ambivalence towards French foreign policy in the text. Although France ranks third behind the United States and the Soviet Union as the world's leading weapons dealer, the authors have singled out France as having taken the lead in arms sales around the globe.(TB, p.859) Likewise, French nuclear weapons tests in the South Pacific and the bombing of the 'Rainbow warrior'(the flagship of the environmental organization GREENPEACE) are provided as examples of internationally criticized French policies. The most weighty reproach is stated again at the end of the subchapter on France and concerns French policy vis-a-vis terrorists.

"Many nations denounced Mitterand's readiness to negotiate and make deals with terrorists. However, such negative world opinion did not seem to lessen Mitterrand's popularity among the French people. In 1988 he easily won election to a second term as president."(TB, p.860)

Reporting on West Germany also shifts slightly from economics to politics. Initially, West Germany is again described as the economic powerhouse of Europe. The authors assert, however, that in the late 1960s West Germany began to face foreign policy problems with Eastern Europe and the Soviet Union. Unlike France and Britain, West Germany in the 1970s reportedly mastered external challenges. These foreign policy challenges have successfully been overcome by the "Ostpolitik" of Chancellor Brandt, who at the same time "believed that West Germany had to remain firmly allied with Western Europe and the United States." (TB, p.860) The Eastern policy of Chancellor Willy Brandt is described benevolently and is said to have "led to mutual recognition of East and West Germany in 1973." (Ibid.) This account is slightly simplified as the Eastern policy did not lead to full diplomatic recognition between West and East Germany but to a series of consular agreements.

Nevertheless, the largely benevolent tone of reporting on Brandt's Chancellorship contrasts with the discussion on the Schmidt administration. Like the disapproval expressed against Charles DeGaulle, the presentation of Chancellor Schmidt's policy is vaguely reproachful but cryptic regarding the issue at hand (see context and accuracy). Reporting on West Germany is divided in two subsections: the above noted passage on "Ostpolitik" and, secondly, the section titled "Christian Democrats regain power."(TB, pp.861-862) In a slightly unusual move, the authors implicitly scold the previous Chancellor Schmidt.

"Helmut Kohl, the new chancellor, charged that Schmidt and the Social Democrats had spent West Germany into a recession. Chancellor Kohl promised to return the country to prosperity through policies similar to those followed by Prime Minister Margaret Thatcher in Great Britain and President Ronald Reagan in the United States."(TB, p.862)

Although the authors fail to report on subsequent economic prosperity, the absence of further reporting on West Germany's economic performance indicates success. The impression of success is underscored by the positive image that the authors invoke concerning German-American relations during the Kohl administration. Moreover, the text credits Chancellor Kohl with having shown great resolve in the deployment of American nuclear missiles.

"The chancellor also made changes in West German foreign policy. He strongly reaffirmed his government's support for the NATO alliance, which had come under attack from many West Germans in the early 1980s. For example, he backed NATO deployment of American nuclear missiles in West Germany, even though this position sparked huge demonstrations across the country. He also worked to improve relations with the United States. To this end, he supported President Reagan's proposed anti-missiles program, the Strategic Defense Initiative (SDI). Kohl continued to support the Reagan administration throughout the 1980s."

Reporting on West Germany concludes with the above statement. The last words on Britain and France emphasize conflict whereas reporting on West Germany concludes with the notion of cooperation and support. Nevertheless, the benevolent tone appears conditional. As a consequence, West Germany does not develop a distinct profile in the text.

Conclusion

The most striking finding of the quantitative analysis concerns the comparably low coverage of post-World War II developments in Western Europe. Regardless of the targeted grade levels, each text was found to underreport on the degree of European reconciliation and cooperation within the last four decades. The recent issues that receive attention in the textbooks under investigation relate to the repercussions of the Second World War, namely the Marshall Plan and the Berlin Blockade. The latter often provides the rationale for the division of Germany, and, subsequently, the creation of the two Germanys. It is also noted that only one text refers to "West Germany" by its official name: "Federal Republic of Germany." Likewise, the "German Democratic Republic" is only referred to as "East Germany."

There is a noticeable difference in the textual treatment of East Germany versus West Germany. While the textbooks, in both instances, barely provide enough information for the emergence of a distinct national profile, the description of East Germany conveys a sense of illegitimacy. East Germany is either declared outright as a satellite of the Soviet Union or completely linked to the Berlin Wall. Berlin is also the focus of the initial reporting on the Western zones of occupation which later fused and became the Federal Republic of Germany. The image of this Germany, however, is symbolized in the texts through the Berlin Airlift and a picture of German children on a heap of rubble, waving at a plane in midair. This photographic image is shown in a number of textbooks and is only a part of a larger documentary photograph, which depicts children and adults. With the focus on children, the authors appeal to the emotions of the reader and thus secure a favorable evaluation of the airlift.

The presentation of the Federal Republic of Germany (more often referred to as West Germany) concentrates on the high economic status that West Germany has achieved. Information on the West German political system is usually missing and, if political parties are identified in the text, their profile appears grossly exaggerated as the "Christian Democrats who favor private enterprise" versus the "Socialists who demand government control over the means of production." West German economic success is explained largely in terms of the Marshall Plan and the German work attitude. The implication of the textbooks is that this "attitude" constitutes the connection between the older German image of obedience and duty and the new (West) German image of economic success. It is significant that West Germany's political achievements receive scant attention. West Germany, which constitutes one of the original EC members and is a pivotal member of the Community, is often not identified as a member of the EC. Likewise, membership in NATO is not always explicitly accorded to West Germany, although other NATO members are identified by name.

Western Europe in general, and Germany in particular, are represented in the world history texts examined in this study through their long past - and not by recent history. Nevertheless, the diminished attention, if not the lack of interest, regarding Western European affairs after 1945 observed in this study is closely connected with the rise of the United States as a superpower with global interests. In their account of world history from 1945 to the present, the texts reflect the international condition in the 1950s, when the United States and the Soviet Union emerged as the two superpowers -competing for influence around the globe. More than thirty years later, the international system is more multi-polar in character than the textsbooks imply. In the case of Europe, the bias of reporting leads to an image of Europe suspended in time. The observed lack of information regarding the last three decades deprives the student of a vital understanding of the transformation of Western Europe from a needy dependant to a powerful trade partner and military ally.

The brief coverage of post-Marshall Plan Europe stands in contrast to the extensive treatment of pre-World War II European history in all textbooks (with the exception of Links). In fact, more than half of the available text space is devoted to the (Western) European experience. Most often, the authors concentrate on the period from 1300 to 1914 to discuss the rise and fall of European nations. The impressive quantitative coverage of Western European countries during this period is often justified by the influence that Europe exerted in the world. The description of this vital period in European history, however, often reads like a checklist of "great events" and "great men." Every noteworthy event is mentioned somewhere in the text, mostly in bold print to aid student recall. Links and interdependencies between events and developments, however, are not established. Few texts have achieved the presentation of historical phenomena in the context of their time. Instead, presentisms and simplistic generalizations of complex phenomena abound in the basal texts surveyed.

Similarly, some textbook writers utilize the model-country approach to describe European events and historical developments. World History by Reich et. al. and People and Nations by Mazour and Peoples have adopted this approach and use nations as a paradigm for certain historical developments: the Renaissance is explained by using the Italian Renaissance as an example; the Reformation and the notion of political fragmentation is explained by the German example; the concept of Constitutional Monarchy and Parliamentarianism is described in the English model; revolutionary change is examined by the French Revolution. While certain countries lend themselves to exemplary scrutiny for key concepts, this approach can easily lead to a narrow perspective which overlooks interrelated events and interdependencies. The authors, however, have failed to show converse influences and repercussions of national developments between the European nations; instead the respective national development is presented in isolation. As a consequence, national histories assume a measure of stringency and appear pre-ordained. These "idealizations" tend to obstruct the student's view of the dynamics of history and alternative paths of development.

This narrow national perspective is of particular consequence for a country with an uneven historical development such as Germany. In the case of Germany, this approach has encouraged historical interpretation that emphasizes the German authoritarian, non-democratic tradition. The descriptions of German history are heavily laden with a sense of impending disaster even as early as the description of the Holy Roman Empire in 973 A.D. Regarding German history, the foci of textbook writing are the political and religious fragmentation in Germany, the Peace of Augsburg, the Thirty Years War, the failed 1848 Revolution, German unification by a policy of "blood and iron", and, lastly, the World Wars and the Holocaust as the climax. The German path is delineated as an anti-model in contrast to the desired political development of a country such as Britain.

The streamlining of history also caused an underrepresentation of the rich cultural traditions within each European country. The French example could have shown the many different regional particularisms and traditions of the Normans, Bretons, Burgundians and other French groups who, as a whole, represent France. The reductionist image of Europe as a place where kings and the nobility rule and in some cases unite the country for the good of the common man is not to be explained by space constraints alone. In spite of the announcements to have incorporated the findings of social history, the majority of texts still treat history as the story of "great men." The high degree of personalized history that was detected in the texts distorts the view of historical conditions and the influence of the physical and political environment.[1] On a very basic level, the influence of geography requires greater attention.

The two texts that have taken a slightly different approach, namely Links by Dunn et al. and Perspectives by Jantzen et al., have also achieved better results. Links treats world history less as the story of independently acting national units but rather the result of interacting and interdependent peoples. Likewise, Perpectives treats the story of humankind as the combined record of groups of people with distinct identities but with mutual impact. Interestingly, the decreased attention toward Europe in strictly quantitative terms[2] in Links has not caused a drop in qualitative coverage. On a strictly comparative basis, the diminished treatment of Europe in favor of non-Western civilizations leads to a re-evaluation of Western progress. The greater appreciation of non-Western countries in Links encourages the search for the basis of Western hegemony that goes beyond the mere stating of "models for development" which may not be appropriate in many "underdeveloped" settings.

Western progress and the eventual Western dominance over non-Western civilizations, as the new approach seems to imply, was not self-evident and by no means inevitable. Dunn et al., for example, have found the basis for Western progress to reside in Western religious development, i.e., the Reformation, which opened the mind to scientific inquiry and the subsequent separation of church and state. Among historians this debate may seem far from original, yet among basal world history textbooks which emphasize the uniqueness of the Western experience as self-evident, the search for a more differentiated approach deserves recognition. It seems that Western Europe, in spite of reduced coverage, may indeed benefit from this more investigative approach.

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[1] In a comparative analysis of British and German textbooks, the political scientist Karl Rohe has pointed out that the Anglo-Saxon view of history emphasizes "choice," i.e., the choice of the individual to embark upon a certain course of action, as a basic principle; whereas the German interpretation of history stresses "necessita," i.e., the constraint of the individual to act within the limits that history (or the system) has set. See the essay by Karl Rohe "The constitutional Development of Germany and Great Britain," in: Perceptions of History, Berghahn and Schissler (eds.), pp. 51-71.

[2] Western European coverage in Links is 15 percent lower that the mean average found in other basal texts. The mean average of space devoted to the treatment of Western Europe amounts to roughly fifty percent.

Perspectives by Jantzen et al. has enlivened world history with the findings of social history. In the historical account there is less emphasis on the contributions of specific nations (or great men) to humankind and more discussion of the daily life of the different groups in the respective time periods. Extensive coverage is also accorded to the traditionally invisible groups such as women, the poor, and the slaves in European society. As a result, Europe assumes greater reality for the student. Although the authors have also prejudiced German history as a succession of missed opportunities, as a whole Perspectives achieves a more balanced and lively presentation of Europe. Incidentally, this text has the highest post-1945 Western European coverage of all basal textbooks. This finding attests to the textbook authors' interpretation of Europe as dynamic and changing.

The reviewers are aware of the enormous task to present the history of the world in a single text in language that a fifth grader can understand. It may well be that the set goal of the basal texts is too ambitious for any group of authors to achieve. New methods to teach Western European history are needed which reach beyond a chronological sweep of seemingly unrelated events but, instead, approach world history via an integrated and academically sound method. On the basis of the texts analyzed, the charge that the Western experience has lost relevance for today's students may be due less to Western civilization itself than to its treatment in the texts.

C. 2. World Geography Textbooks

Introduction

The role of geography has recently been emphasized in an endeavor to instruct the pupil at an early age on matters of global concern.[1] In particular, the study of resources, i.e., how people use their physical environment for different agricultural purposes and other economic activities, is stressed as one domain of geography that will gain more relevance in the classroom. Others have stressed geography as a complement to teaching about citizenship and considered literacy and competency in geography as fundamental "if citizens are to preserve rights, accept responsibilities, and determine the necessary tasks related to the natural environment and human dimensions of the earth."[2]

This investigation, however, has concentrated less on the obvious (or less obvious) benefits of the study of world geography for the student of the 21st century. With the increasing significance of geography in the US classrooms in mind, this study has looked at a number of carefully selected textbooks and, again, investigated the presentation of Europe. For various reasons, the analysis of the geography texts has assumed a different format. Due to the different content matter and, in particular, to the diminished Western European coverage, the reviewers decided to combine the previously used criteria **Coverage**, **Context**, and **Accuracy** into one criterion labeled "**Coverage**." The quantitative breakdown is also included in this category. Again, due to the often minuscule German coverage within the net Western European coverage, German quantitative coverage was not included. In addition, the criterion **Slants and Biases** was modified in its thrust and substance and subsequently became "**Portrait of Europe**." The focus of the investigation is again on Western Europe, although there are isolated references to Eastern European countries when deemed appropriate. Whenever a specific image or portrait of the Federal Republic of Germany could be ascertained in the specific text, a subsection on Germany was included.

Regarding the previously used category "mode of presentation," it is noted that there is great similarity between the pedagogical aids and special features in the geography textbooks. Initially, the reviewers had expected greater variety in the mode of presentation employed in the different textbooks. Each text was published in the 1980s and reflects the effort to engage the student in the study of geography. Suffice it to state that the following geography textbooks contain both extensive skill programs, and a variety of pedagogical aids which focus on geographical knowledge; and they reveal strong reliance on visual aids. Most of the texts examined are designed for pupils in the fifth grade and higher. Whenever information on the respective grade level was available, the grade level of the text is mentioned in the introduction to the respective texts.

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[1] See National Commission on Social Studies in the Schools (1989). Charting a course: Social Studies for the 21st Century.

[2] Joseph P. Stoltman, Geography Education for Citizenship (Bloomington, Indiana: Social Studies Development Center, 1990), p.1.

The following texts and textbook accompanying materials were analyzed:

Geography, by Arthur Getis and Judith M. Getis (Boston, Massachusetts: Houghton Mifflin Company, 1989), 576 pages. Referred to as Geography.
Geography, Teacher's Annotated Edition, prepared by Anne Mohr (Boston, Massachusetts: Houghton Mifflin Company, 1989), 95 pages.

Nations of the World, by Walter Lefferts and Israel Soifer (New York: Macmillan Publishing Company Inc., @1982, @1987), 560 pages. Referred to as Nations.
Nations of the World, Teacher's Annotated Edition, by Walter Lefferts and Israel Soifer (New York: Macmillan Publishing Company Inc., 1982), 153 pages.
Nations of the World, Teacher's Edition Workbook, (New York: Macmillan Publishing Company Inc., 1982), 136 pages.

World Geography, The Earth and Its People, by Dr.Phillip Bacon (Orlando: Harcourt Brace Jovanovich, 1989), 778 pages. Referred to as World Geography.

Global Geography, by Preston E. James and Nelda Davis (New York: Macmillan Publishing, 1981), 598 pages. Referred to as Global Geography.

C. 2. 1. Geography, by Arthur Getis and Judith M. Getis (Boston, Massachusetts: Houghton Mifflin Company, 1989), 576 pages. Referred to as Geography.
Geography, Teacher's Annotated Edition prepared by Anne Mohr (Boston, Massachusetts: Houghton Mifflin Company, 1989), 95 pages. Abbreviated TAE.

Introduction: According to Arthur and Judith Getis the reason for studying geography is self-evident: "To learn more about the world in which you live."(TB, P.15) The authors have focused on three dimensions encompassing space, resources, and people. Furthermore, Geography has distinguished nine major world regions and has linked the individual regions to key concepts. While these key concepts are recognized as "important geographic themes" by the authors, they are not peculiar to geography and include sociological terms such as "cooperation and conflict." It is noted that the "topical" or "key concept" approach is a reflection of the more recent recommendations of curriculum experts for teaching history and geography.

Coverage - Due to the "topical" approach of teaching geography, the authors have organized the text by themes. The sequence of the presented regions follows these themes or key concepts. In general, the identification of a country (or region) with one theme is obvious. The following listing demonstrates this approach, as it provides the theme, region, and focus of the respective units. The figure in brackets indicates the unit's quantitative break-down.

Theme or key concept	Region	Focus
Nations	China and Southeast Asia (12%)	**China**: "Forces of Unity"
Population	Latin America (10%)	**Brazil**: "The People of Brazil"
Food	The Indian Subcontinent (11%)	**India**: "Where The People Live"
Transportation	The USSR and Eastern Europe (12%)	**The USSR**: "Across a Giant Land"
Economic Development	Africa South of the Sahara (11%)	**Nigeria**: "Nigeria's Hopes for the Future"

Theme or key concept	Region	Focus
Human Resources	Island Nations of Asia (10%)	**Japan**:"The People make it strong"
Conflict	The Middle East (11%)	No focus country identified.
Cooperation	**Western Europe** (11%)	No focus country identified.
Environment	The United States and Canada (12%)	**The USA**:"A Changing Land"

The table reveals a number of interesting assumptions made in the text and also reflects reluctance to assign a specific country or region to the theme "cooperation" and "conflict." Geography by Arthur and Judith Getis represents, at first glance, the least concentric geography text in the analysis. The text seems to use the respective region or country that relates best to the key concept, regardless of ideological or sociological considerations. Nevertheless, classifying regions for concepts such as cooperation and conflict is problematic as it subsumes the national (or regional) development to a "buzzword."

In the case of Western Europe, the risk of superficial idealization of Western Europe is, to some extent, countered by history. European cooperation, as Geography asserts, evolved in the twentieth century against the experience of two disastrous wars. The text has not glossed over these experiences but includes a subsection on the "History of Conflict" in Europe.
(TB, pp.459-462) Napoleon and Hitler are identified as the two leaders who tried to gain control of Europe.

"At different times throughout history, there have been powerful rulers who wished to sweep away all the differences in Western Europe and unite the region. They have tried to reach their goal by force. One ruler who dreamed of a united Europe was the Emperor Napoleon of France."(TB, p.459)

Following this introduction is a lengthy quote by Napoleon in which he outlines his vision of a united states of Europe based on the model of the United States of America. (TB, pp.459-460) The romanticized description of Napoleon as the unifier of Europe is followed by an account of Hitler and World War II. In the context of Napoleon's vision of Europe which is presented as

"Napoleon's Plan", it is not clear what position Hitler assumes. Although the authors mention the horrors that the Germans, under the leadership of Adolf Hitler, inflicted on Europeans, it is not clear what constitutes Hitler's "unifying" role.

In the aftermath of the Second World War, the former British Prime Minister, Winston Churchill, reportedly proposed the creation of a United States of Europe. Sir Winston Churchill emerges thus, after Napoleon and Hitler, as the third European leader who shared a vision of Europe. Although the text evaluates the chance of European political unification as dim, the authors, on the other hand, give credit to the accomplishments of the European Community as evidence that cooperation has worked and will continue in the future. Geography has devoted roughly one fifth of net Western European coverage to the development and progress of European unity. There is however no credit given to the two Frenchmen, Robert Schuman and Jean Monet, who were instrumental in the creation of the ECSC which was the nucleus of European cooperation.

Since the focus is on European cooperation, the text does not discuss specific countries separately. The presentation of Western Europe as a political and geographic region does not include the cultural dimension. However, the combined pieces of information on Western Europe add up to a distinctive portrait that will be discussed under the following criteria.

Portrait of Western Europe (including West Germany) - Apart from the lesson on the "cooperating countries," there are few references to Western Europe. In Geography the first visual reference is a washed-out, eerie photograph of the Berlin Wall topped with barbed wire. (TB, p.97) The connection between text and photograph exists only by implication: Berlin, or the division of Germany, is not mentioned in the main body of text, instead the text addresses the notion of boundaries.

"Some boundaries follow natural features such as oceans, lakes, rivers, or mountains. Other boundaries are just imaginary lines that countries have agreed upon."(TB, p.97)

The discussion of democratic and authoritarian governments on the next page includes a photograph of former Prime Minister Margaret Thatcher. There is no reference to Britain in the main body of the text. The caption provides the following assessment: "As prime minister of Great Britain, Margaret Thatcher represented all the citizens of her country."[1] (TB, p.99) The picture itself depicts Mrs.Thatcher with a "Love Maggie" button of the kind worn at party rallies.

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[1] Considering the fact that this textbook was revised in 1989 one year prior to Mrs. Thatcher's withdrawal as Prime Minister of Britain, the text demonstrates prophetic qualities. The authors probably reasoned that after nine years of Thatcher leadership the end is near and thus chose the past tense.

Britain is again in focus in the special feature "Building Study Skills" with the heading "Reading Pictures". Two illustrations, one is of a poster which promotes the sale of War Bonds and the other one is from a battlefield, depict an "heroic" and a "realistic" view of war. (TB, p.426) In the unit on European cooperation itself, Britain is represented by the picture of the House of Parliament in London. The accompanying main body of text stresses the democratic orientation of the countries in Western Europe.

"Today, Western Europe is a political region as well as a geographical one. It includes the countries of Europe with democratic governments. Eastern Europe includes the countries that have communist governments and follow the lead of the USSR. Thus, countries such as Greece and Finland are considered part of Western Europe, even though they are farther east than East Germany and Czechoslovakia."(TB, p.441)

Text and picture (House of Parliament) thus confirm and reinforce the democratic character of Western Europe. France is represented with the Eiffel Tower and a presentation of Paris in a special feature entitled "Cities of the World."(TB, p.450) Greece and Italy are identified with photographs of the Parthenon in Athens and a "gondoliere" in Venice.(TB, pp.442,448) The only country which is not identified with a national monument is West Germany. Moreover, the German footage is strictly commercial and decidedly "modern." In the subsection on the exchange of ideas and information, the authors describe the international book fair in Frankfurt, West Germany, as an example of intellectual exchange and "big success."

"One of the best ways of exchanging information is through books. In 1949, a group of book publishers organized an international book fair in the German city of Frankfurt...The book fair was a big success. By the late 1970's, representatives from 80 countries were exhibiting books at Frankfurt."(TB, p.433)

The international character is underlined by the photograph which provides an impression of the fair and a list of participating countries.(Ibid.) The image of West Germany as a modern, internationally oriented, and economically prosperous country is enhanced by an article on guestworkers in Western Europe. In the respective article West Germany has become a land of plenty, a mirror image of the American success story "from rags to riches."

"Unable to find a job at home, Jose Fernandez left his native Spain and went to Germany. There he found many opportunities. At first, Fernandez drove a truck in a stone quarry. Later, after saving some money, he opened a bus service. Still later, he did even better. He became the owner of several travel agencies."(TB, p.454)

The other success story in the report concerns a Turkish guest worker who eventually bought a small meat factory in West Germany which produces "dark red, highly spiced sausages."(Ibid.) The third and last guestworker example describes a Yugoslav couple which works in Sweden and has become culturally accustomed to the Swedish way of life. The text only hints vaguely at the cultural and integrative problems that are connected with these migrations. In general the text's attitude is benevolent and at times almost fable-like in relating these personalized tales.

This depiction of Western Europe benevolently overlooks the cross-cultural tension that the guestworker situation has created in many of these traditionally mono-cultural societies of Western Europe. Although Geography constitutes a basal textbook, and thus does not claim to provide comprehensive coverage, its superficial image of Western Europe could lead to sobering disappointments when cross-cultural cleavages are exposed.

C. 2. 2. Nations of the World by Walter Lefferts and Israel Soifer (New York: Macmillan Publishing Company, @1982, @1987), 560 pages. Referred to as Nations of the World, Teacher's Annotated Edition by Walter Lefferts and Israel Soifer abbreviated **ATE**. Nations of the World, Teacher's Edition Workbook abbreviated TEW.

Introduction: Nations of the World is part of the Macmillan series for the Social Studies designed for grade levels one to six. Beginning with School Friends for the first grade level and continually expanding in horizon, Nations of the World represents the last text in the series and is designed for the sixth grade. While the pupil's edition lacks an introduction, the teacher's annotated edition includes an introductory chapter which is designed for the entire series. In this introductory chapter six major objectives of the Macmillan Social Studies Series are outlined. The stated objectives are general in nature and are reflective of the defined goals found in the curricula of the major states in the United States. These objectives do not pertain solely to global studies or specifically to geography but encompass the characteristic objectives of the social studies.(ATE, p.Tiv,Tv,T4-6) The overriding goal of the social studies is defined as the preservation of freedoms that form the basis of American life. Pursuant to this mission, the Macmillan series reportedly provides an educational program that will further effective citizenship.(Ibid.) The reporting also encompasses, as the publisher asserts, "a social balance in which sex, race, and ethnic themes are presented without stereotypes."(ATE, p.v)

The text is organized in seven larger units which discuss countries individually and/or countries combined in various regions of the world. The units themselves open with a unit preview which alerts the student to the main topics and the new vocabulary in the unit. Each section includes a few section specific questions. Furthermore, there is a mid-unit review section as well as a comprehensive end-of-unit review. Other pedagogical aids are included in the teacher's edition, ranging from "skill development" to "attitudes". (ATE, pp.tviii-xxiv) The special features include photo-essays, diagrams, charts, graphs, a variety of special maps, and more. The text is well written and easy to understand. The teacher's edition features a complete testing program but no outside reading list.

Coverage - The text has made a discernable effort to incorporate two often separately discussed areas of study - the discipline of history and the discipline of geography. To some extent, Nations of the World qualifies as both -a history and a geography text. The chapter division reflects this interdisciplinary approach: they usually begin with a geography section and then proceed to the history section. Within these parameters, the emphasis varies. France, for example, is discussed in a separate chapter which includes the following four subsections: a) the location of France; b) the history of France; c) what France is like today; and finally, France and the world. The presentation of Britain, on the other hand, emphasizes the British constitutional development which is delineated on a few pages. Considering that the text presents global geography and global history, the treatment of France and Britain is comprehensive and, in fact, mirrors the treatment of the other Western Europe countries which also receive high coverage. The quantitative breakdown of the individual European countries, regions, and historical periods is shown in the following chart:

Unit #	Pages
5. Greece and the Balkans	30 (6.3%)
6. Ancient Rome and Modern Italy	32 (6.7%)
8. Life in the Middle Ages	22 (4.6%)
9. Spain and Portugal	22 (4.6%)
10. France	28 (5.8%)
11. Great Britain [and Ireland]	30 (6.2%)
12. Belgium, Netherlands, and Luxemburg	22 (4.6%)
13. Scandinavia and Finland	30 (6.2%)
14. Germany	26 (5.4%)
Total no. of country-specific pages = 480	242 (50.4%)

The combined coverage of the Western European countries, excluding Switzerland and Austria, amounts to more than fifty percent of total country specific coverage. The chart also shows that the authors have shunned the Eastern/Western European divide: Greece is presented along with its Balkan neighbors, Romania and Albania. Likewise, Switzerland and Austria are discussed in one unit together with Poland and Czechoslovakia.[1] The Republic of Ireland (without Northern Ireland), which won independence in 1949, is covered in the unit titled Great Britain but not included in the unit heading.

This slightly unusual and strictly geographic grouping of Europe into the Balkans, the Iberian countries, and Northern and Central European countries is only possible if one overlooks the ideological divisions that have separated Europe for more than forty years. Nations of the World by Walter Lefferts and Israel Soifer ignores these divisions for the most part. To be sure, communist rule of Eastern Europe is not denied, but it appears somewhat less significant. Instead, the most significant aspect of European history concerns the Second World War. References to the Second World War are plentiful. The roles and wartime situation of each country are described with less emphasis on each participant's current status. For example, the subsection on "Czechoslovakia today" is much shorter than the subsection regarding Czechoslovakia's conquest by Hitler. Whether the text is indeed ahead of its time and whether the Second World War represents the most significant event of the twentieth century has yet to be determined. The decision to stress conflict in 20th century European history is editorial and is substantiated by the fact of Two World Wars. In the text, the emphasis on conflict is predominant and the fact of European cooperation fades in relevance.

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[1] In order to avoid the impression that Western European coverage is inflated, Switzerland and Austria were not included in the chart above, although in the text itself, they are included together with Czechoslovakia.

References to the Second World War are naturally more pronounced with regard to Germany. Every unit features special vocabulary and while the unit on Scandinavia and Finland includes the terms **"cooperative union, drift, ecology, fjord, nobel prize and Swedish massage,"** the unit on Germany features the following seven terms **"concentration camp, lignite, opera, Protestant, Reformation, swastika, and symphony.**"(TB, pp.386,416)

The authors discuss Germany in five distinct subsections: a) The Land and People of Germany; b) How Germany became a nation; c) World War I and its results; d) Germany in World War II; and lastly, e) Germany today.(TB, pp.416-441) Considerable attention is again given to the rise of Prussia under the leadership of Bismarck. German unity emerges in reference to Bismarck's "blood and iron" policy.(TB, p.422) The other half of the chapter on German unification is dedicated to "famous Germans." The text includes a short retrospective on Martin Luther and also two paragraphs on "Great Writers of Germany" and "Great Musicians". (TB, pp.422-424; see also portrait of Germany.)

The description of Germany in World War I and II imply a failure of leadership. Although the German people are not absolved of complicity, it appears that, in both instances, irresponsible German leaders led the nation into a world war. The text indicates, on the other hand, great willingness on the part of the German people to put their productivity to the service of the military. Subsequently, the text suggests that World War II necessitated a memorable punishment of the defeated German nation whose people had claimed: "We were not defeated," after World War I.(TB, p.428)

Lefferts and Soifer do not refer to Germany from 1933 to 1945 as the "Third Reich" or as "Nazi Germany" but as Germany. There is, however, a distinction made between "German armies" who fought in Europe and "the Nazis" who built concentration camps.(TB, pp.429,431) German business is described as having been vital in the war effort:"The great Krupp (krup) mills, which were located in the city of Essen (es'en), were famous for the making of cannons. The giant guns were made from steel cast in the Krupp factories."(TB, p.430)

Although the text has included the term "concentration camp" as a key term for Germany, the treatment of this topic is confusing.

"In these [concentration] camps, men, women, and children were kept behind barbed-wire fences. They were taken from their homes because they had displeased the Nazis in some way. Many of these people died through torture or starvation because Hitler wanted to get rid of all people who opposed the Nazis."(TB, p.429)

The text seems to suggest that camp prisoners were interned due to some "displeasing" behavior. The following quote to "explain" the Holocaust is likewise reductionist:

"Hitler stirred up the most bitter hatred against the Jews. He believed they were his worst enemies and he hated them. He sent millions of Jews to concentration camps to die or be killed. Today, this tragedy is called the Holocaust."(Ibid.)

This treatment of the Holocaust suffers from under the already mentioned weaknesses found in many other texts.

Coverage of the Federal Republic of Germany - The division of Germany is discussed as the logical consequence of German defeat. "The Allies took away part of eastern and north-eastern Germany...The rest of Germany was divided by the Allies into four parts, called zones." (TB, pp.432-433) While the Soviet Union turned their zone into a communist country,

"the three western Allies wanted to make their part of Germany a democratic nation. Under the Marshall Plan the United States gave money and other aid. The Allies helped rebuild bombed cities and brought in food. German schools were reorganized to educate the children in democratic ways."(TB, p.433)

The authors term the division of Germany "a handicap" because the "people in each region have to get along without part of the resources they had as a united country."(TB, p.42) The subchapter on modern Germany begins with a report on East Germany which emphasizes that in 1970 East Germany ranked ninth among the industrial nations of the world (see also portrait of West Germany). Subsequently, the authors describe West Germany as a thriving, prosperous, and democratic country. A description of West Germany concerns the Rhine river, the important German trade centers of Hamburg and Bremen, and, finally, Munich which is described as the "greatest center of German beer brewing and a center of art and culture."(TB, p.437) The text leaves the question of unification open as "efforts to bring the two regions together have failed."(TB, p.438)

Portrait of Western Europe - Western Europe appears as the preferred cultural region in Nations of the World. Not only have the authors accorded strong quantitative coverage to this region, but they also indicate a strong qualitative preference by means of frequent comparison to the United States. In an unrelated case, the Middle East is lauded for having been the area "where much of European and Western civilization began."(TB, p.46) In the same vein, the end-of-chapter review section often indicates connections between the so-called Old and New World and encourages the student to investigate these connections and the origin of things "American." The student, for example, is asked to compare the government of the ancient Greeks with the United States government. (TB, p.187) Furthermore, the chapter review on Italy recommends the following research project:

"Americans of Italian birth or ancestry have greatly contributed to life in our country. A few who achieved success in their chosen fields were: Enrico Fermi, atomic scientist; Arturo Toscanini, musical conductor; Gian-Carlo Menotti, composer; Ella Grasso, governor of

Connecticut, and Maria Montessori, educator. The Research Committee might find out about these or other people who have contributed to life in America."(TB, p.219)

In other instances students are encouraged "to arrange a program of Spanish songs," (TB, p.305) to "imagine..to spend a month in France"(TB, p.333), "to act out a scene in which the English nobles forced King John to agree to the Magna Charta"(TB, p.363), "to ask at the grocery store if cheeses from the Netherlands are sold there"(TB, p.385). Many more suggestions are provided to help the student establish a positive link to European history, or to European cultural and industrial products.

This positive attitude towards European culture does not extend to the political realm: the student is not called upon to research the development towards unity or US-EC trade links. Although Nations of the World is copyrighted as recently as 1987, the authors have given only scant attention to the movement towards European unity. There is no reference in the text (nor in the index) to the EC, the text only refers to the "Common Market." The Common Market as a legal term per se does not exist but represents a policy. In 1967, the three distinct European organizations, the ECSC, the EEC, and the Euratom Commission were placed under one Commission and one Council. This act is what is commonly referred to as the merger of the executives which resulted in the creation of the European Community (EC).

Lefferts and Soifer have devoted one page to Brussels which is identified as "A Common Market Capital"; other references to the European Community are interspersed in the text. In the index, Italy and the Benelux countries are cross-referenced with the Common Market; France, Britain, and Germany, the most important EC members, however, are not mentioned in this connection. The student, for example, learns about British membership in the EC in the section on "A New Italy." Basically, the information on the EC stops with the "Common Market." The only explicit reference to European cooperation occurs in the following quote:

"The people of Europe live in many countries and speak different languages. They have had a hard time getting along together and have suffered from many wars. Since World War II, the people of Western Europe have been working together in various ways. They are trying to solve their problems through trade agreements and conferences."(TB, p.162)

To be sure, European cooperation was never free of disagreements, negotiation, and compromise. In 1987, however, it seems that European cooperation has left the early experimental stage.

The modern images of Western European countries in Nations of the World differ in focus. Modern Italy is represented mostly by tourist photographs. Although there is one photograph of a car manufacturing plant (TB, p.209), the majority of pictures in the subsection "Modern Italy" show centuries-old monuments. A city highlight on Milan, subtitled "Italy's Business Center," shows pictures of a cathedral and people sitting in a street cafe. (TB, p.211) The national image of Italy is of a country in past tense.

The visual portrait of Britain is dominated by London as a historic city that, nevertheless, "sets the pace of modern life for others to follow."(TB, p.349) Great Britain emerges in the text as a highly cultured and "fair"-spirited country which has produced not only some of the world's finest music but has also invented the game of cricket.

"The game of cricket has come to stand for sportsmanship. English fans watching a game may call out, "Well played!" at a good hit or a good catch regardless of which team they are for. A player who tries hard but fails hears, "Well tried!" The game is played so politely that the word "cricket is often used to mean "fair." Thus, when people see someone being unfair, they may say, "That's not cricket."(TB, p.352)

The section on Spain and Portugal today includes a number of photographs depicting manufacturing plants and scenes from the agricultural production process. (TB, pp.296-300) The end-of-chapter "Projects" section, however, focuses on Spain's former role as colonial power in the Americas. (TB, p.305) The unit on modern France shows pictures steeped in the past: a century-old cathedral in Normandy, an old town section of Strasbourg which was constructed in the Middle Ages, Notre Dame, the Arc de Triomphe, two old men fishing, a resort region in Southern France, and, finally, an outdoor cafe.(TB, pp.319-325) Apart from a map of France which lists the regional products, there is not one picture that indicates a production or manufacturing base to the French economy.

In some cases the accompanying text contradicts the visual images. The following paragraph, for example, accompanies the picture of a traditional French outdoor cafe in a pedestrian mall and the Arc de Triomphe.

"Today France is changing, and Paris is changing with it. Expressways have been built to speed up traffic through and around the city. Although Paris still has hundreds of small shops, there are also many supermarkets and large department stores."(TB, p.325)

Judging from the text's illustrations, one would never assume the existence of a modern and busy country. The images are timeless, displaying a still-life character. The unit on France, however, contains a slightly unusual chapter titled "France and the World" that does not provide information on the former French empire, as one might suspect, but a recognition of French ways of living: French food, French fashions, and French schools. Included in this section on French culture is the subsection called "Some Famous French People" which lists French writers, painters, and scientists.(TB, pp.328-330) The accompanying photographs, with the exception of a picture of Coco Chanel, are art reproductions from the French impressionist period.(TB, pp.327-329)

The images of other Western European countries depict, to different degrees, equally non-referential pictures -the most modern images are usually the maps. Generally, the visual images convey a fairy-tale, largely touristic Europe. The only picture of a recognizably young person in the text is a photograph of Anne Frank whose story stands less for modern day Europe than the monstrosity of Nazi terror against European Jews.

Image of the Federal Republic of Germany - Whereas the text focuses on culture in the presentation of France and on the parliamentary system of government for Great Britain, productivity is the focus of the information on Germany. In no other example in the text is so much stress put on the productivity of a people. Although the poor soil and the division of the country is called "Germany's handicap," the text counts the German people as "Germany's advantage."

"Germany does not possess many large areas of rich soil. Nor does it have a variety of minerals. Yet, this country, two -thirds as large as Texas, once supported one-third as many people as there are in the whole United States. It was also the most powerful country in all of Europe...But it is the people themselves who really make a country what it is. The Germans turned their attention to manufacturing. They built many factories that made excellent products...Germans have also worked hard to rebuild their country after being defeated in two world wars."(TB, p.418)

This image of the hard working, achievement oriented Germans is also emphasized by the portrait of Bismarck, who is quoted with his "blood and iron" reference to German unification. The visual images of German history appear stark and determined: A painting of an authoritarian looking Emperor William II with a villainous upturned mustache and a drawing of an ascetic looking and barefoot Martin Luther in a monks outfit.(TB, pp.422-423) Ludwig van Beethoven, Felix Mendelssohn, and Richard Wagner are identified as great German composers; the biographical sketch on Beethoven is accompanied by a stern photograph of the composer.(TB, p.424)

The German writer "Wolfgang von Goethe" (the text deleted "Johann") is commended as one of Germany's greatest writers, in particular for his drama Faust. "We remember him best for his great drama, Faust (foust). Faust was a man who, in return for earthly pleasures and glory, agreed to sell his soul to the devil. His adventures brought great sorrow to others and himself."(TB, p.423) The above account of the drama may be simplistic, but as a harbinger of the next topic in Nations of the World, namely World War I and II, it serves the text well. The prior emphasis on German work ethic and determination endow the discussion of the Two World Wars with added force. As mentioned before, while the authors detect a German leadership problem, the text also implies a problem with the German character. The presentation of Germany, including modern Germany, has a slightly menacing ring which is difficult to identify in isolated sentences. The combination of the authors' exaggerated "productivity" emphasis along with the menacing visual images and vocabulary list beginning with "concentration camp" all create an unappealing German image.

Even Germany today is uninviting. Again, the text focuses on German productivity which has reportedly reached a high point in both East Germany and West Germany. As mentioned before, East Germany is quoted as ranking ninth among the industrial nations of the world. Today we know that the GNP figures for East Germany which formed the basis of the "official" computation were falsified by the East German government - a fact that Lefferts and Soifer could not have known. In Nations of the World the rank of East Germany among the industrialized nations is part of the review questions in the Workbook for the Student and will require revision. (TEW, p.110)

The visual images of West Germany are equally uninspiring: apart from the grey and threatening Berlin Wall, other photographs depict two older males in an equally grey Berlin and a picture of the Hamburg harbor. The only close up is of an older peasant woman picking grapes. The images of Germany (including West Germany) sharply contrast with the images of other European countries. Therefore, it is no accident that the report on Germany includes no point of reference for American students. The student is not encouraged to look for German-Americans, nor for German names which have penetrated the English language, nor to plan a trip to Germany on paper. The end-of-unit project lists encourages the student, however, to conduct an exhibit of pictures of German scenes found in books and magazines, and also to identify the dates 1871, 1918, 1940, and 1944, and what they meant for Franco-German relations. (TB, p.441)

This list is incomplete as it focuses on dates of great conflict between Germany and France -namely the defeat in the Franco-German war, the German surrender, the fall of France, and the French liberation through the Allies and General DeGaulle. Yet, the list neglects the last 40 years of Franco-German cooperation. An amended list of Community progress could include (until 1986) the following key dates: 1951, the signing of the Treaty of Paris which established the ECSC; 1955, the Meeting at Messina after the failure of the European Defense Community; 1957, the Rome Treaties establishing the EEC and Euratom; 1963, the Franco-German Friendship Treaty; 1967, the merger of the Executives, a single Council and a single Commission; 1968, entry into force of a customs union; 1973, Community of Nine; 1974, first meeting of the European Council; 1979, creation of the European Monetary System (EMS); 1979, first direct election to the European Parliament; 1981, Community of Ten; 1985, the entry of Spain and Portugal; 1986, signing of a single European Act, etc. All these different junctures signify the path to European unity, the experimental period, the period of consolidation, and the period of enlargement. The story on European cooperation is also the story of Franco-German reconciliation. A textbook printed in 1987 is incomplete without consideration of these policies and developments.

C. 2. 3. World Geography, The Earth and Its People by Dr.Phillip Bacon. Annotated Teacher's Edition, (Orlando: Harcourt Brace Javanovich, 1989), 778 pages. Referred to as World Geography. Teacher's Edition abbreviated ATE.

Introduction: The author's objective is to aid the students in accomplishing the mission which they, assertedly, share with other peoples on our planet. The mission is defined by the author as the pursuit of "a true understanding of our earth in order to know best how to function in our ever-growing and complex world."(TB, p.21) Geography is understood as the means to bridge the physical and human environments.(Ibid.)

Coverage and Structure - The text follows the two-pronged approach outlined in the introduction as physical and cultural geography. In the specific country approach, the text first describes the physical setting and then presents the cultural setting for each country. The countries, however, are discussed in the context of their regional setting. Nine geographic regions are identified and discussed in the following sequence:[1]

1) The United States and Canada (15%)
2) Middle America (10%)
3) South America (11%)
4) Europe and the Soviet Union (13%) [W-Europe 6%]
5) North Africa and Middle East (10%)
6) Africa South of the Sahara (12%)
7) South Asia (9%)
8) East Asia (8%)
9) Southeast Asia and the Pacific (11%)

The sequence of the presented regions suggests proximity to the United States as one parameter. The sequence also indicates the ranking of America's most important trading partners with the possible exception of Japan. The recognition of the Middle East as a region of vital importance is reflected in the sequence of presentation, as well as in the quantitative coverage. A comparison of older, pre-1970 geography texts, shows a significantly less detailed coverage of the region.

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[1] The figure in brackets provides the quantitative breakdown. It was determined that 530 pages of 698 deal with specific regions. Therefore, 530 pages represent the absolute, possible number that the discussion of the specific regions is measured against. The percentile figures are rounded to avoid decimal breaks.

Apart from references stressing the colonial heritage, regions are discussed separately in a non-comparative fashion. The combined presentation of Europe and the Soviet Union indicates, at first sight, a communality that in the text itself is disputed. The unit, however, is divided in three chapters which describe Western Europe, Eastern Europe, and the Soviet Union, respectively. The chapter on Western Europe amounts to 30 pages, or 6 percent of coverage.

Before describing the major Western European countries, World Geography discusses the common physical setting and the cultural traditions of Western Europe. In the "chapter focus"[2] four key "ideas" are provided: "1) Western Europe has a maritime physical setting; 2) A diversity of cultural traditions characterize Western Europe; 3) The United Kingdom, France, and West Germany rank as leading world economies; 4) Many other important nations lie in Western Europe."(TB, p.383). Subsequently, these key ideas are explored in the text.

The subsection on the cultural traditions also provides a brief summary of Western European history from the Greeks ("Early Beginnings") to the European Community ("Moves toward unity"). Other topics covered in the brief history are the "Renaissance and Reformation," "Industrialization," and "Wars." The latter subsection briefly mentions the Two World Wars but provides no information on the participants.(TB, p.387) The country-specific section discusses the United Kingdom, France and West Germany, each on exactly one page including pictures. The Scandinavian countries, Ireland, the Benelux Nations, Switzerland, Austria and the southern European countries are briefly presented in paragraph fashion.

Coverage of the Federal Republic of Germany - The subchapter on West Germany asserts that Germany's division into four zones occurred as a consequence of defeat in World War II. The division of East and West Germany is not explained but stated matter-of-factly.(TB, p.398) Reasons for the division are provided in the chapter on Eastern Europe which contains a subsection on East Germany. In this account Germany is or was split into two parts because "Soviet troops occupied the eastern half of Germany at the end of World War II and declared East Germany a separate nation in 1949."(TB, p.421)

The description of the physical setting of Germany emphasizes Germany's large, navigable rivers. The teacher's annotated edition, however, provides a different "insight" that is not included in the pupil's edition, namely:

"The two largest rivers, the Rhine and the Danube, flow away from Germany. This lack of natural focus was one factor that delayed political unification of Germany until 1871. (ATE, p.400)

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[2] "Putting the Chapter in Focus," or short "In Focus," is a pedagogical aid in the World Geography which summarizes and identifies the major ideas, terms, and places discussed in the chapter.

The West German populace is described as "well-educated and highly urbanized." Due to the "vitality" of its people, West Germany is likened to a phoenix who arose from "the ashes of war and rank[s] once again among the world's leading industrial nations." (TB, p.400) Bacon, however, asserts that West Germany's economic growth has become increasingly dependent on "energy sources."(Ibid.) West Germany reportedly imports oil and also receives natural gas from the Netherlands and the Soviet Union. The text furthermore notes that in spite of West Germany's ideal farming conditions, West German "farmers meet only about 75 percent of the country's food needs."(Ibid.)

The division of Germany is used to exemplify to the student the tasks and problems of cartographers.(TB, p.51) Likewise, the Berlin Wall, "a brutal reminder of different political systems", is mentioned as an example of an artificial, political boundary versus a natural boundary like the "Rhine River...between France and Germany.(TB, p.159)

Portrait of Western Europe - The author's obvious preference for Western Europe is seen when compared to the image of Eastern Europe in the text. The language and photographs in the text depict Western Europe as a bustling, energetic area with "many important nations." The photographs are steeped in sunshine with a few close ups of people. The most attractive photograph of Eastern Europe is a harbor view of Dubrovnik and a colorful photo of a young woman dressed in a traditional Slavic costume. The large majority of photos of Eastern Europe, however, depict a rather drab industrial society. Even a rural photograph shows a desolate farmhouse in Poland. The key concepts for Eastern Europe are equally dismal, e.g.,"the countries of Eastern Europe face many problems." It is no coincidence that the only colorful close-up picture is of a woman in traditional, pre-Communist garb. The presence of the West in Eastern Europe, in West Berlin, is represented by a photograph of Checkpoint Charlie not in the chapter on Western Europe but in the chapter dealing with Eastern Europe. (see TB, p.423) Suggested teaching strategies for Eastern Europe include the distribution of an excerpt from an essay on the Berlin Wall.

The text allows the student to identify easily and feel solidarity with Western Europe. A full-page photograph introducing the Western European chapter shows a busy side walk cafe along the Champs Elysees in Paris in the summer. Mostly young people are depicted in the forefront of the photograph. A knapsack of North American design leans conspicuously against a coffeetable at which sits a young man wearing a baseball cap. The teaching strategies suggests that students who have taken a vacation in Britain, France, or Germany write a report and present it to the class. (ATE, p.T150)

The photographs from Western Europe follow the national stereotypes: the report on Britain features a photograph of the royal wedding of Prince Charles and Lady Diana (Spencer). The "city focus," which represents a special feature in World Geography, shows the Eiffel Tower in Paris. Other photographs in the chapter on Western Europe show the St.Peter's Basilica in Vatican City, a medieval castle in Grenada, a fjord in Norway (identified as having been once the home of the Vikings), and a pastoral village in Austria. With the exception of a photograph of a German BMW factory and one image of the autobahn, all photographs depict a touristic, or pre-industrial Europe. While these pictures may be more appealing to the viewer they, nevertheless, do not reflect the economic or political position of Western Europe in the World. There is a strange incongruence between the text, which indeed presents Western Europe as a modern region with many urban centers and transnational interests, and the photographs which indicate a more pastoral existence.

Portrait of the Federal Republic of Germany - The photographic image of modern West Germany differs significantly from the visual image that is provided for other Western European countries. Like the footage on Britain (the royal wedding), and on France (the Eiffel tower), the feature "Learning from Pictures" also focuses on popular knowledge regarding Germany. Unlike France and Britain, however, the German visual image depicts an industrialized modern country with an aggressive industry. The photograph that accompanies the subchapter on West Germany depicts a young "BMW worker" -who reportedly- "helps make the automobiles for which West Germany is famous."(TB, p.400) The second picture on Germany from the "Learning from Pictures" series portrays a gigantic, elevated highway cutting across a forest. The picture caption reads: "In the 1930s Germany built superhighways called autobahns to move troops and supplies. How do such superhighways contribute to the economy?"(TB, p.395) According to the teacher's annotated notes, the correct answer is: "They allow the efficient movement of goods throughout a country."(ATE, p.395)

These are the only two visual references to West Germany and it is noteworthy that World Geography is one of the few texts which does not include a photograph of the Berlin Wall. There is, however, an allusion to the Wall as a metaphor for the West German consciousness:

"The wall is hard to find on the city map in West Berlin. Only a dotted band, delicate pink, divides the city map in East Berlin, the world ends at the Wall. Beyond the black-bordered, finger-thick dividing line identified in the key as the state border, untenanted geography sets in...The view East shrank to a view of the border complex and finally to a group-therapy absorption with the self: For Germans in the West, the Wall became a mirror that told them, day by day, who was the fairest of them all. Whether there was life beyond the death strip soon mattered only to pigeons."(ATE, p.156)

This quote was taken from the Teacher's Manual and is part of a suggested teaching strategy. The teacher is called upon to distribute the above excerpt and discuss the main idea with the students. These "German" images of the young, muscular fellow in the BMW factory and the superhighway, i.e., autobahn, which used "to move troops and supplies", do not, in combination, project a positive image. This picture of West Germany -unbroken vitality, efficient autobahns, and a wall for a consciousness (which also does not care for life beyond the death strip)- appears rather threatening and unappealing. In short, while Western Europe appears as a non-threatening, past tense entity, West Germany emerges as an aggressive, "slightly" psychotic powerhouse.

C. 2. 4. Global Geography by Preston E. James and Nelda Davis (New York: Macmillan Publishing, 1981), 598 pages.

Introduction: Global Geography does not include an introduction to the student. The text begins immediately with instructions regarding the use of maps and atlases. On the basis of the text's vocabulary and language structure, Global Geography targets an older audience, probably grade nine through twelve. The authors have provided an impressive number of maps and charts throughout the text. The textbook's 1981 edition is the most recent copyright.

Coverage - The first and largest unit in Global Geography addresses concerns directly related to the study of geography such as patterns of land use, the resources from the habitat, and the three spheres of the earth's environment. The major part of this unit, however, is devoted to culture and technology. The chapter "A Global View of Culture" provides the author's definition of culture with examples from Western Europe and the United States. According to the authors, culture expresses itself in language, the belief system of a people, and, finally, the political and economic system of a country. In the discussion of political systems the text refers to two distinct types of government, democratic government and authoritarian government. The historical examples are, respectively, Greece and England on the one hand, and Germany under the leadership of Adolf Hitler, on the other hand.

"The rise of Adolf Hitler in Germany is a historical example of authoritarianism in action. The government decided what wages, hours of work, and working conditions would be. Industrialists were powerless to decide what would be produced and how much profit they could make. One person, Adolf Hitler, controlled the lives and destinies of the German people."(TB, pp.44-45)

The equation of Nazi Germany as a typical authoritarian regime is slightly unusual. In the relevant literature Nazi Germany is more often used to exemplify a modern totalitarian regime. Unlike totalitarian regimes, authoritarian regimes typically rely on the passive acceptance of the people and do not aim at total control of all aspects of society. Authoritarian regimes often depend on traditional, patriarchal rule and pre-modern structures.

Having discussed democracy and authoritarianism as two diametrically opposed political systems, the authors proceed to a description of eleven culture regions. The different regions are presented in the following sequence -with the quantitative break-down indicated in brackets:

1) The Northern American Culture Region: The United States and Canada (9%)
2) The Southern American Culture Region (9%)
3) The Western European Culture Region (19%)
4) The Soviet Culture Region (11%)
5) The North African-Southwest Asian Culture Region (12%)
6) The South Asian Culture Region (6%)

7) The Southeast Asian Culture Region (8%)
8) The East Asian Culture Region (8%)
9) The African Culture Region (11%)
10) The Australian-New Zealand and Pacific Culture Region (6%)

The above division into ten [1] culture regions mirrors the emphasis on cultural patterns rather than physical characteristics. Similarly, the quantitative distribution of text attests to an "Eurocentric" preference: Although Western Europe, stretching from Gibraltar to Greece, is by far the smallest cultural region, it received the most extensive coverage of any region in the text, namely 19 percent which is ten percent more than the combined coverage on the United States and Canada. The strong Western European coverage is partly due to the authors' economic and cultural focus. In regard to the former, it is noted that James and Davis perceive the industrial revolution as the most decisive event in human history. Its revolutionary impact is interpreted internally and externally because, on the one hand, the industrial revolution radically transformed the process of production and, secondly, it tied the world's cultures closer together. (TB, pp.128-129) James and Davis assert Western Europe's pivotal role in history but also discern a north-south split within Europe:

"This region has played a key role developing and shaping the modern world's system of free trade and communication. It was in the countries around the North Sea that the industrial revolution first occurred. The countries of this region are among the wealthiest and most industrialized in the world. Southern Europe, however, is more traditional and less industrial than the rest of the region." (TB, p.130)

The presentation of Western Europe as a culture region evolves in four parts which follow the text's definition of Europe as, Great Britain and Ireland, the European continental countries, the Mediterranean countries, and finally, the Scandinavian countries. The European Community is included in the chapter on the continental countries. This chapter concentrates on the two major countries in the center of Europe, France and Germany. Respective population patterns and economics form the basis for the discussion of each country. In addition, the authors highlight characteristic features of the country under consideration. In the case of France the authors emphasize "Paris, the Heart of a Nation," or in the case of Holland the focus is on the "Thriving port cities in the Netherlands." In the German case, the subtext reads "Industrial Giant."

Already in the first paragraph on Germany, the authors address the root cause of the two World Wars, namely Franco-German rivalry and the struggle for raw materials. Germany is described as a country that displayed great difficulty adjusting to the demands of the industrial revolution. Clinging to the pre-industrial concept of national self-sufficiency, Germany reportedly had tried to secure the control of sources of raw materials by military force. "This led to the leveling of many European cities, and great suffering by much of Europe's population."(TB, p.244)

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[1] In the introductory unit the two regions, i.e., the Australian-New Zealand and the Pacific culture regions, are presented separately. In the actual chapter break-down they are discussed in one unit.

Again of particular interest is Germany's belated unification. James and Davis, however, declare geography as a delaying factor. Internal barriers, such as low mountains with densely covered forests hindered communication at the time "when transportation depended on horses, wagons, and canals."(TB, p.243) Due to the poor quality of its soil, Germany, as Global Geography reasons, also did not develop a strong pre-industrial economy.(Ibid.) With the onslaught of the industrial revolution Germany's position, as the text claims, greatly improved because Germany then "had the best and almost the only source of coking coal in Europe."(TB, p.245) [Coking coal is necessary for steel manufacturing] While Europe's economy thus depended on the German Ruhr district, Germany, on the other hand, needed to import iron ore from France, Sweden, and Spain.

In a separate chapter the text discusses the concept of interdependence versus self-sufficiency. Nazi Germany's attempt at economic self-sufficiency is used to exemplify the futility of this effort which ultimately, as explicitly stated in the text, leads to war.

"Hitler wanted Germany to be independent of imports. He directed German engineers and scientists to find substitute materials to replace raw materials that Germany did not have. For example, since Germany lacked oil, German engineers learned how to make gasoline from coal. But the gasoline was too expensive for wide use. Consequently, this new gas did not improve the people's standard of living. Hitler unleashed guns to win more land and resources, especially in the east."(TB, p.246)

Germany's history and, in particular, Germany's involvement in the Two World Wars is thus re-interpreted in light of an outmoded and failed policy of national self-sufficiency. This policy, as the text maintains, was, in the early twentieth century, the order of the day: "Both [France and Germany] would have captured and controlled all the sources of raw materials had it been possible to do so."(TB, p.246)

Although in the opening chapter the authors had used the Third Reich as an example of authoritarianism in action, this political aspect has totally disappeared in the discussion of Germany proper. The selective usage of historical examples indicates that the authors' main goal is not a comprehensive discussion of a specific country but, rather, the pupil's understanding and recognition of valued concepts such as democracy and peaceful cooperation. The desirability and success of these concepts is then bolstered by historical examples under strong consideration of geographic aspects. In the process, Global Geography has clearly overstated the geographic argument.

Coverage on the Federal Republic of Germany - The particular events that lead to the division of Germany -such as the fusion of the Western zones of occupation, the Berlin blockade, or the currency reform- are not described. Instead, the authors assert Germany's division as "a result of its defeat in World War II."(TB, p.244) The prospect of the two Germanys becoming united is deemed dim, and "remains to be seen."(TB, p.246) The authors claim a great difference between West and East Germany: in the latter country life is "drab and somber" while "West Germany abounds with energy and life."(TB, p.247) This favorable image of the Federal Republic of Germany is maintained further in the description of the West German standard of living and the booming economy.(Ibid.) Other points mentioned briefly in the text concern West Germany's democratic form of government and the Wall separating the two Germanys.

This favorable discussion of West Germany's recent success affirms the authors' "message" to the student: A country is ultimately penalized for rebuffing international cooperation. The division of Germany is thus indirectly traced back to a fatal policy decision made by Germany under the leadership of Adolf Hitler, namely the pursuit of national self-sufficiency and the attempt to acquire the needed resources by force. After the authors have exemplified this theory via German history, the German example has somewhat lost its usefulness. Moreover, the prosperity and peaceful "energy" of West Germans (who have learned this historic lesson) is then further proof of the validity of the textbook authors' thesis.

Although the text treats Germany on more than six pages, there is little information on the Federal Republic. The key terms in the vocabulary drill section concerning Germany, for example, are "hinterland" and "lebensraum."(TB, p.259) The definition of "lebensraum" is found in the text and reads: "German political leaders used this greater [than in France] population density as an excuse for seeking what they called **lebensraum**, living space."(TB, p.244) **Hinterland** in the index is defined as "area of land for which a city provides goods and services and from which it obtains raw materials."(TB, p.584)

Before discussing the image of Western Europe, one inconsistency in the text should be mentioned. In spite of a comprehensive chapter that outlines the development of European cooperation and emphasizes its undiminished success, the authors assert the existence of disagreement between France and West Germany: "Improving cooperation and interdependence among the countries of Europe, especially France and West Germany, remains a problem."(TB, p.246) Unfortunately, this statement stands by itself and no example of a "remaining" problem between France and West Germany is provided.

Portrait of Western Europe - The quantitative coverage of Western Europe, as already mentioned above, is substantial. The authors also display a qualitative preference as they often choose the experience of a Western European country to develop their arguments. The frequent reference to Western Europe is largely due to the authors' preference in using Western European development as an ideal model of a cultural region temporarily led astray but now aware of the necessity to interact by peaceful means. The more recent development of Western European cooperation appears in the text as the logical triumph of reason. Even though the European Community may not represent a supranational organization that can be easily adapted to other regions, the authors clearly view European cooperation as a model for the future.

The portrait of Western Europe is also illuminated by the visual means chosen to convey information. The section on Western Europe opens with a birds-eye view of the old section of Berne, Switzerland. The narrow streets with the rows of townhouses in the photograph create a forceful image of density and miniaturization. The image reinforces the accompanying text which declares this region as the place with the highest population density in the world. (TB, pp.210-211) The introductory chapter on the habitat and settlement pattern includes more photographs of back-to-back townhouses and contrasting illustrations of village settlements in the Greek islands and in Wales. Again, the pictures convey an impression of a compact and dense place.

In accordance with the stress on commerce and trade in the text, there are many industrial pictures, i.e., photographs of people working, pictures of the manufacturing process and of industrial and agricultural machinery. The more pastoral pictures depict Ireland and Switzerland. These pictures appear dated and were probably taken in the 1960s. Unfortunately, the outdated photographs convey a certain backwardness which is probably unintended by the authors. In fact, many textbooks include photographs from the 1960s to portray modern Europe.[2]

The opening photographs of the four chapters discussing the different European countries stand in stark contrast to an industrial image of Europe. The chapter on Great Britain and Ireland features a Scottish bagpiper. The chapter on the continental countries depicts an old man from southern Germany in lederhosen with "edelweiss" and a hunting hat with bushel. The presentation of the Mediterranean countries begins with a Portuguese sailor. The Scandinavian countries and Finland feature a Norwegian Lapp woman in traditional garb. (TB, pp.221,236,261,278) The image of Western Europe is thus traditional, a region steeped in culture and cultural differences, while at the same time highly productive and industrialized. The presentation on the Mediterranean countries does not include a single beach photograph but a multitude of fishing nets and frequent references to fishing as part of the national economy.

Portrait of the Federal Republic of Germany - It was already noted above that the photograph of an older, probably Bavarian, man opens the chapter on the continental countries. This image of Germany, the stereotypical caricature of the southern German in "Lederhosen" who symbolizes all of Germany, is on the wane. According to Global Geography:

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[2] There is, for example, a picture of the Volkswagen Beetle-producing factory in Wolfsburg that has somehow been included in a number of textbooks describing modern West Germany in the 1980s. The "Beetle," however, has not been produced in Wolfsburg since the mid-seventies.

"This man, wearing the traditional lederhosen (leather trousers) of southern Germany, represents an aspect of Old Europe that is rapidly disappearing as industrialization encourages cultural convergence."(TB, p.236)

The new image of West (and even of East) Germany is one of conspicuous consumption. Two photographs testify to the new mood in the Germanys. The first photograph is taken in West Berlin and shows a typical, open-space pedestrian mall where shops abound with a multitude of window displays. Every person in the picture carries a shopping bag of some sort. There are also two people of color in the forefront who attest to the international atmosphere of West Berlin. If it were not for several distinct features of West German shopping malls, this photograph would perfectly mirror the condition of shopping malls in the United States. The caption reads:

"Prosperity reigns in West Germany, as the photograph of West Berlin (top) clearly shows. Thriving industries, using the resources of the Ruhr..., have made West Germany one of the industrial giants of the world." (TB, p.245)

The Ruhr industries, however, have ceased to be the source of West German prosperity. Coal and steel production in the Federal Republic, not unlike in the United States, has greatly decreased. As a consequence the Ruhr cities have suffered severe unemployment, not unlike comparable American cities, such as Pittsburgh.

The second photograph displays a scene from East Berlin. The picture depicts a couple of lonesome people at a street light in front of an oppressive apartment block. On the ground level of one building, which looks slightly more appealing, one can recognize a fitness store. The caption notes:

"The streets of East Berlin are relatively quiet (top left), and life is more somber than in West Berlin. However, in recent years, attempts have been made to brighten the appearance of some apartment blocks, and more stores offer consumer goods."(TB, p.245)

The photograph makes it difficult for the reader to identify with the East German people. The question of physical desirability of the two places is decidedly Western. Two other photographs of West Germany in the chapter on the European Common Market depict an equally busy nation: Two craftsmen silkscreening fabric and a picture of an international trade fair in Hannover. These photographs, more than the text itself, convey the image of West Germany as an attractive, international place -visual proof of the thesis that cooperation has paid off for the Federal Republic of Germany.

Conclusion

In spite of significant methodological differences, the geography texts share certain common features. In each text, strong emphasis is placed on the physical characteristics of the investigated region and the cultural aspects of its population. Due to this twin focus, the textbook authors are more at liberty to discuss selected parts of national histories. The preceding analysis of the individual textbooks has shown that, dependent on the underlying "message" or the ideological make-up, the textbook authors have chosen those parts of the respective national histories that are most supportive of their argument.

The most radical departure from a traditional geography textbook occurs in Geography by Arthur and Judith Getis, as the text is organized according to key concepts. Incidentally, Geography is also the text with the most extensive coverage of European cooperation after 1945. The main idea in the text constitutes the assumption that international economic and political cooperation improves the conditions of human life worldwide. In the case of Western Europe, the stress on international interaction and political unity is such that European history assumes a teleological twist: Napoleon and Hitler both appear as the forerunners of a unified and cooperating Europe. In an effort to present the end of a history of conflict, Western Europe is likened in the text to the United States of America -both in its economic aspirations and in the ideological realm. The latter is most strongly felt in the guestworker "from-rags-to-riches" stories. Although the image of Western Europe is decidedly more "modern" and in many ways more accurate than in the other texts, the comparison of Western Europe with the United States is hampered by the fact of an economically and ideologically divided Europe -the repercussions most strongly felt today.

Apart from this specific weakness in the text, the key concept approach contains an inherent problem. The direct association of regions (or countries) with a specific key concept easily leads to a simplified interpretation of the region's people and culture. Further, reporting on a region's history may be modified, perhaps inappropriately, to better fit the key concept. In general the text confirms popular knowledge: Third world countries have problems to feed their people, and which country would conform to this notion better than India with its history of famine? Likewise, the Middle East has been an area of conflict for some time, and what region would be better suited to serve as focus region for conflict than the Middle East? While the key concept approach may be a more effective teaching method, allowing for greater flexibility, this approach requires refinement to prevent stereotypical references.

If Geography has taken the most "modern" approach in teaching geography, Nations of the World by Walter Lefferts and Israel Soifer, on the other hand, are representative of a more "conventional" geography textbook. Individual countries are discussed in regions or country clusters. It is interesting to note that Nations constitutes the text with the highest Western European coverage, i.e., more than half of the country-specific text discusses European history and geography. At the same time, however, Europe appears frozen in conflict. Nations stands out as the geography text which has focused the most on conflict in European history. This emphasis on conflict and the underreporting on cooperative efforts in the second half of this century was equally prevalent in the text's 1982 and 1987 editions.[1]

It appears that Lefferts and Soifer have determined the Second World War to be the most decisive factor in Western European history. This interpretation places particular emphasis on the history of Germany. The text specifically explores the question of Germany's belated unification under the leadership of Prussia. From Bismarck's blood-and-iron policy, German history proceeds to the ignominious Third Reich as its culmination. In addition, German artists such as Goethe and Schiller are placed in the service of the national ideal. The unappealing image of Germany becomes most visible when compared to the portraits of other European countries. While Britain is explicitly identified with the vocabulary "parliament" and "cricket" (embodies British sense of fair play), Germany is identified with "concentration camp" and "swastika." This unfavorable description of Germany is further enhanced by a lack of references for the student. In short: the text's focus on the Second World War has prevented the emergence of a distinct post-1945 image of Western Europe. Moreover, the sporadic reporting on modern Europe appears flat and lifeless.

A "traditional" approach to the presentation of geography was also adopted by Bacon in World Geography. In concentric fashion the author has first presented the United States and Canada, then Middle and South America and, in the fourth unit, Europe and the Soviet Union. Probably due to the combined discussion of Western and Eastern Europe in the same chapter with the Soviet Union, the quantitative coverage of Western Europe is the lowest among the geography books, namely six percent. The comparably low quantitative consideration of Western Europe, however, contrasts with the highly favorable image of Western Europe in the text. Moreover, the text repeatedly points out commonalities and links between the student's experience in the United States and Europe.

Concurrently, World Geography presents a romanticized and mostly touristic image of Western European countries which caters to popular American conceptions about Europe. Britain is presented by a photograph of the royal wedding and France by an impression of the Eiffel Tower. West Germany, on the other hand, is represented by a BMW worker and a superhighway. The German images in conjunction with the captions which refer to the Third Reich have a menacing undercurrent. In the annotated comments for the teacher, the textbook has anticipated a student question regarding Germany's delayed unification. This time, however, the lack of natural frontiers is provided to account for the German delay. The emerging image of West Germany by the text and the visuals is ambiguous. The mixed impression is created mainly via the visual aids and the captions which link the unbroken German "vitality" with past aggressiveness.

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[1] In order to pinpoint changes from older to newer editions of specific textbooks, we checked different editions. In the case of Nations of the World, as in most cases, there is no change in the content of the texts. The minor changes that were detected concern the different arrangements of maps in the appendix and the update of figures in one chart.

Global Geography by Preston and Davis has taken a similarly concentric approach: the discussion of world geography starts out with the United States and proceeds from the American continent to other continents. Unlike the preceding text, Western Europe is clearly separated from Eastern Europe and the Soviet Union. Furthermore, Western European quantitative coverage is impressive and ranks first among the regions presented in the text. The high quantitative coverage is matched by the qualitative premium that Preston and Davis have placed on Western Europe's experience in progressing from a region of conflict to a region of cooperation. This development is exemplified by French and German relations. Although the two countries do not serve explicitly as the model for conflict resolution and interdependence, the history of both countries is tailored to fit the authors' main thesis of global interdependence.

In the process, Preston and Davis re-interpret history from a geographic perspective. Like Bacon in World Geography, Preston and Davis also provide geographical reasons, i.e., densely covered mountains which prevented internal communication, for Germany's delayed unification. The reason for Franco-German hostility and ultimately the cause for World War I and II is found in the attempt to secure raw materials by force. Bacon uses this simplistic generalization to develop his argument for international cooperation and interdependence. Likewise, in a simple comparison between democracy, exemplified by the United States, and authoritarianism in action, exemplified by Nazi Germany, the author contrasts individual rights against governmental control.

In regard to the post-war period, Preston and Davis depict West Germany as firmly in the Western camp and committed to a policy of cooperation via the European Community. Thus, in this textbook the emerging image of West Germany is largely free of ambiguity. Moreover, the (West) German image of peaceful consumption, particularly noticeable in the photographic examples, conveys a US life-style and enables identification with the Federal Republic of Germany. The depiction of Eastern Europe and, again particularly of East Germany, is unappealing and drab.

In summary: While two texts have used Western Europe (including West Germany) to exemplify the historical development from conflict to cooperation, the other two texts have taken a more disinterested view of Western European progress. This disinterest has expressed itself either in the omission of the EC from the text or by a nonchalant discussion of European cooperation. This cavalier treatment is often accompanied by an unfavorable image of West Germany and the German character. Of particular interest to the textbook writers is the issue of "delayed" German unification. While the different texts (and different text categories) provide varying answers, there seems to exist general agreement on the significance of this question.

Another finding concerns the romantic character of the visuals in the text, which typically depict castles, national monuments or members of the European royalty. It is significant that few textbooks depict modern Europe. Europe appears captive of its glorious past. If a choice has to be made which three pictures of a country should be included in a textbook, it is likely that the Eiffel Tower and/or the Chateau de Versailles are chosen over the uniform interior of, for example, a computer plant or a modern space research institution in a suburb of Paris. On the other hand, these images cater to popular, but distorted, perceptions of Europe as a past entity with some touristic attraction.

C. 3. Western Civilization Textbooks

Introduction

The following analysis investigates the presentation of Western Europe in three different texts which either explicitly deal with the development of Western civilization or contain such a high degree of coverage of the area that they qualify as "Western" Civilization texts. In the search for a representative list of the most commonly used textbooks in US high schools, teachers and curriculum experts alerted the reviewers to the practice of using "older" copyright texts for financial and for qualitative reasons. While the first rationale is self-explanatory -not every school district possesses the financial means to purchase "new" texts as they appear on the market-, the latter, qualitative rationale was given because some teachers felt that older texts provide "better" or more in-depth coverage.

For comparative purposes, one of the older, yet still used, texts on (Western) Civilization was included in the analysis. The inclusion of an older text also serves to demonstrate the trend in social studies writing from a primarily textual presentation to a greater reliance on visual means to convey information. Moreover, the text Civilization (by Wallbank et al.) which was published in 1967, also testifies to a more recent shift in the understanding and definition of "civilization." Based on the definition of Wallbank et al. Civilization represents a survey of the history of man and, from the question of category, it would fall into the category of world civilization/world history textbooks. However, the high quantitative coverage of western civilization disqualifies the text as a "world" civilization text proper. For this reason, the self-ascribed categorization of the textbook authors was ignored and the text was categorized as a "western civilization/western history" text and compared to texts in this category.

The other two texts, namely A History of Western Society by McKay et al. and Western Civilization, Ideas, Politics, and Society by Perry et al., were chosen because they both represent - in spite of similarities - two different interpretations of the Western experience. As in other texts, these differences are expressed in the respective introductions by the textbook writers.

The sequence of the analysis follows the pattern of the World History textbook analysis. The findings of the quantitative count are presented, followed by the qualitative analysis. The individual analyses of the respective texts are again accompanied by a summary of findings at the end of the subchapter.

C. 3. 1. Western Civilization, Ideas, Politics & Society, Third Edition, by Marvin Perry, Myrna Chase, James R. Jacob, Theodore H. van Laue (Boston: Houghton Mifflin Company, 1989), 862 pages. Abbreviated TB. Referred to as Western Civilization.
Instructor's Manual, Western Civilization, Ideas, Politics and Society, Third Edition, by Howard Negrin, George H. Shriver, Dorothy Vogel (Boston: Houghton Mifflin Company, 1989), 176 pages. Abbreviated IM.

Introduction: At the outset Perry et al. introduce Western civilization as a "grand" yet "tragic drama."(TB, p.xxiii) This assessment is largely due to the fact that the modern West has produced both totalitarian regimes and the idea of universal human rights. (Ibid.) The authors' guarded verdict on Western civilization is warranted because "the two world wars and totalitarian movements in the twentieth century...demonstrated that Western Civilization...is fragile and perishable." (Ibid.)

The text's explicit objective is the examination of Western tradition - its evolution and unique nature. (TB, p.xxiii; IM, p.v) Within the Western context, the authors present economic, political, and social history. The main focus, however, is on the key ideas and developments which define Western civilization.

Mode of Presentation: The text is well written in vivid and engaging language. Although Western Civilization does not employ complex sentences, the frequent use of foreign terms and the few pedagogical features suggest that the text was written for a higher grade level. Indeed, the text does not shun a review of twentieth century existentialist thinkers of the caliber of Kierkegaard, Heidegger and Jaspers. An intelligent synopsis of their major ideas is presented.

There are few illustrations in the text, indicating again a more advanced readership as audience. The photographs, drawings, maps, and art illustrations in the main body of text are black and white, with red color added in maps. Another illustrative component of Western Civilization are the four color inserts which contain art reproductions, accompanied by essays on art and architecture.

Although the text contains comparably few pedagogical aids, each chapter begins with a comprehensive outline of the treated topics in chapter sequence. Furthermore, chapter openings provide an overview of the topic to be presented and concluding "end-of-chapter" essays sum up the content matter. Review questions are inserted at the end of the chapter, with questions ranging from easy to rather challenging. The review questions are usually thoughtful and inspiring. Additionally, each chapter contains an annotated bibliography and notes regarding the quotations in the text. There are also teaching and learning ancillaries available from the publisher such as a Study Guide, MicroStudy Plus, Test Bank, MicroTest, and Map Transparencies.

Content Elements (Units)	Total Pages		W-European Coverage		German Coverage		
Timelines		within total cov.	total pages	within W.-E. cov.	within total cov.	total pages	within German cov.
1. **The Ancient World:Foundation of the West to A.D. 500**	170	(13.9%)	120	(18%)	(0.1%)	.5	(0.4%)
2. **The Middle Ages: The Christian Centuries** 500 - 1400	88	(9.1%)	78	(11.6%)	(3.1%)	21	(14.7%)
3. **Early Modern Europe: From Renaissance to Enlightenment** 1350 - 1789	160	(16.2%)	140	(20.9%)	(3.4%)	22.5	(15.8%)
4. **An Age of Revolution: Liberal,National, Industrial** 1789 - 1848	108	(12.1%)	104	(15.5%)	(1.3%)	9	(6.3%)
5. **An Age of Contradiction: Progress and Breakdown** 1848 - 1914	130	(12.4%)	107	(16%)	(3.3%)	22	(15.4%)
6. **World Wars and Totalitarianism: The West in Crisis** 1914 - 1945	136	(11.6%)	100	(15%)	(9.3%)	62	(43.5%)
7. **The Contemporary World:The Global Age** Since 1945 (-1989)	70	(2.3%)	20	(3%)	(0.8%)	5.5	(3.9%)
	862	(77.6%)	669	(100%)	(21.3%)	142.5	(100%)

Coverage: The development of the human species is traced back to the paleolithic (Old Stone) age. The authors assert that the first civilizations emerged in the Near East, in Mesopotamia and Egypt. The spiritual ancestors of the West, however, are reportedly the Hebrew and, later, the Greek civilizations. The Hebrew notion of God and his relationship to men represent a foundation of Western tradition. The Greeks, on the other hand, contributed by establishing a rational basis for Western philosophy and science. The Roman contribution is seen largely in the Roman system of government and law. "If the Hebrews were distinguished by their prophets and the Greeks by their philosophers, the Roman genius was found in law and government."(IM, p.17) The account of this early and significant part of Western civilization amounts to 120 pages, or 13.9 percent of text. Within the universe of Western Europe the coverage translates into 18 percent. When compared to the other books in the category of Western civilization, this coverage of the early period of Western civilization is slightly higher.

The presentation of the Middle Ages is, compared to other books in the category, less extensive and equals 9.1 percent of total coverage, or 11.6 percent of net European coverage. The Middle Ages are identified as the "Christian Centuries" and cover the period from 500 to 1400. During the Middle Ages Western civilization had moved geographically to the center of Europe and emerged as "Latin Christendom." Perry et al. assert that Latin Christendom incorporated the three elements of Germanic institutions, Christian thought and Greco-Roman tradition. (TB, pp.148-189) The authors' approach to the Medieval era is comparative. The student is asked to contrast and identify "medieval and modern views of nature, society, law, and the individual's place in the universe, and [to] discuss the advantage and disadvantage of each era's outlook."(IM, p.49)

The Renaissance and the Enlightenment have received more attention in the text, i.e., one fifth of net European coverage deals with early modern Europe. The historical period from 1400 to the French Revolution, and the implications of its cultural and philosophical developments, is often the most thoroughly discussed time span in textbooks on Western civilization or world history. Allegedly, the Renaissance is not just a transitional stage to modern times but the birth of modernity itself.(TB, p.279) While Perry et al. have initially recognized elements of continuity, generally the outlook of the Renaissance is described as a radical break with the past. Subsequently, the text describes, in some detail, the radical changes on the religious, political, and social levels.(TB, pp.267-275) The spread of the Renaissance to northern Europe is discussed with emphasis on the distinctively different humanist thrust of the northern Renaissance. In Germany, humanist scholarship emerged as a weapon "to satirize and vilify medieval scholastic Christianity and to build a purer, more Scriptural Christianity."(TB, p.277) Martin Luther emerged at the forefront of the dissatisfaction with the Catholic Church. The appeal and spread of Protestantism is discussed in great depth, including the Peasants' revolt in 1524. The suppression of the revolt in which reportedly 300,000 peasants took up arms against their masters is presented in the context of the appalling conditions that the average peasant in Germany faced in the sixteenth century. The failure of the revolt had, as the authors assert, fatal consequences for the German peasants who henceforth "remained among the most backward and oppressed until well into the nineteenth century." (TB, p.294)

The impact of the Reformation on Germany is described as having been detrimental to the German political development, as the division into Catholic and Protestant areas hindered German unity. (This division was codified by the Peace of Augsburg in 1555). (Ibid.) Again, German political development appears as a string of unfortunate, yet decisive, events which prevented the emergence of strong royal power. The German nobility, with its resistance to the Catholic Roman Emperor, its particularism and its provinciality, is singled out as the root cause of German political disunity.

From an extensive discussion of the Renaissance and the Reformation, the text proceeds to the overseas expansion of European powers. During the fifteenth and sixteenth centuries, European expansion was spurred by large scale inflation and unprecedented population growth. European expansion reportedly consisted of a triad of forces which became the basis for the global economy: colonization, commerce, and capitalism. The national state represents the foundation for expansion and is identified in Western Civilization as the most important development in the West.(TB, pp.308-360) The European style nation-state emerges thus as the champion and historical agent of progress.

"Neither capitalism nor technology could have enabled the West to dominate other lands and peoples had it not been for the power of the European states."(TB, p.338)

Concurrent with the economic transformation in the sixteenth century, European culture reportedly experienced an important split between high and popular culture. Popular culture soon came under attack, as exemplified in the text, in the form of witch-hunts.(TB, pp.332-334) The description of "witchcraft and witch craze" constitutes one of the few instances in which the authors have considered the role of women in a particular historical period. Western Civilization, however, uses the phenomenon of witch-hunts to support its thesis of a pending cultural division in Europe in the 15th century rather than as a case study of the role of women in a particular historical society.

According to the text the forces of commercial expansion and capitalism depended heavily on the "ability of the elites to protect their interests under the mantle of the state." (TB, p.339) While Spain, France, Britain, and the Netherlands were able to provide the mantle of the state, the German states, on the other hand, failed to unify. According to Perry et al. this failure "produced a legacy of frustration and antagonism toward the other powerful states." (TB, p.360) As asserted before in the text, the German elite was plagued by particularisms, protestantism and provinciality. In this context Prussia emerged as an aggressive new state under the leadership of the Elector Frederick William (1640-1688). (TB, pp.364-365) Compared to the French political development, the significance of the Prussian state is exemplified by the powerful Junker class, the army and the persistent existence of serfdom. In a comparison with other emerging bureaucracies in Western Europe Perry et al. ascribe an entirely militaristic character to the Prussian bureaucracy. The combined coverage of Prussia and the Holy Roman Empire amounts to 3.4 percent of net European coverage, or 15.8 percent of total German coverage.

The sixty years from the French Revolution to the Revolutions in 1848 form the next unit in Western Civilization. The text assigns several meanings to the French Revolution, stated as the following:

- It [French Revolution] drew on the thoughts of "les philosophes" and implemented their ideas;
- It destroyed the hierarchic and corporate society of the Old Regime - henceforth property, not nobility, would determine the composition of the ruling elite;
- It ended the dominance of the church as a state within a state. (TB, pp.436-438; IM, pp.74-80)

The authors, however, do not explore the impact of the French Revolution on the continent and across the Channel. The neglect of links and interdependencies in European history is also noticeable in the text's account of French Absolutism and the English Revolution. As a consequence, historical events are treated in isolation. The focus of the text is clearly on the French Revolution as a study in revolutionary change.

One of the main, and most fateful, tenet of the Revolution, as Perry et al. assert, was the creed of nationalism that the French Revolution introduced (see also context and accuracy). The authors maintain that nationalism subverted the tenets of liberal humanism which are identified as the respect for, and the sacredness of, human dignity and human rights.(TB, pp.437-438). The text also explores the great cultural, political and philosophical currents of the nineteenth century. Of the following concepts, romanticism, conservatism, liberalism, radicalism, early socialism, and nationalism, however, only nationalism reportedly has assumed the status of a religion.(Ibid.)

"Thus in an age when Christianity was in retreat, nationalism became the dominant spiritual force in nineteenth-century European life. Nationalism provided new beliefs, martyrs, and "holy" days that stimulated reverence; it offered membership in a community, which satisfied the overwhelming need of human beings for fellowships and identity."(TB, p.495)

The German Revolution of 1848 is placed in the context of the uprisings of 1848 in France, Austria and Italy. The initial success of revolutions of 1848 was "less due to their strength than to the governments' hesitancy to use their superior force."(TB, p.520) According to Perry et al., the failure of the German Revolution in 1848 was partly due to class divisions and mutual distrust among the revolutionaries themselves. More importantly, however, was the fact of "intractable nationalist animosities [which] helped to destroy all the revolutionary movements against absolutism in central Europe."(Ibid.) Nationalist resentment, as Western Civilization maintains, was particularly strong in Germany and was directed against the Poles and the Czechs. (TB, pp.520-521)

The coverage of Germany from 1789 to 1848 amounts to 6.3 percent of total German coverage. Considering that this period is discussed on 108 pages, with net European coverage of 104 pages (or 15.5 percent), the space given to the German development pales in comparison. The Revolution of 1848 in Germany, for example is presented on three pages with one of the three pages consisting of a map of central Europe.

The unification of Germany and Italy is discussed against the backdrop of heightened nationalism in Europe. German liberals reportedly had forsaken the tenets of liberalism in favor of "Realpolitik." In the text "Realpolitik" is synonymous with power politics and seen as the political accompaniment of realism and positivism. (TB, p.546) The presentation of the unification of Germany focuses internally on Bismarck and the Junker class and externally on the wars with Denmark, Austria, and France. The tone of reporting on German unity is largely apprehensive and finishes with the announcement that Metternich's fears had become reality: "A Germany dominated by Prussia had upset the balance of power. The unification of Germany had created fears, tensions, and rivalries that would culminate in world war."(TB, p.557)

The unification of Italy and Germany are the two major political events between 1848 and 1914. Within the realm of European coverage this historical period assumes 16 percent. German coverage, however, within that period amounts to 3.3 percent. Even within the universe of German coverage as a whole, the period from the Revolution of 1848 to the outbreak of the First World War numbers only 15.4 percent.

The following unit on "World Wars and Totalitarianism" reverses this trend: German history features prominently with 43.5 percent. Due to Germany's role in the two World Wars, Germany's prominence in this unit cannot surprise. On the factual level the text asserts the German-Austrian Alliance and Austria's ultimatum to Serbia as the cause for the outbreak of hostilities.(TB, pp.663-666) Regarding the issue of responsibility for World War I, the authors quote the historian Fritz Fischer who maintains that Germany sought to dominate Europe.(TB, p.667) This interpretation, however, is somewhat placed in perspective by a subsequent enumeration of possible causes for World War I, which is provided at the end of the subchapter.

After an in-depth discussion of the Treaty of Versailles, the text proceeds with the presentation of fascist movements in Europe. The rise of fascists under the leadership of Mussolini in Italy and the ascent of the Nazis under the leadership of Hitler are examined on the background of Europe's spiritual disintegration and economic dislocation. The presentation of the Nazi takeover concentrates on the person of Adolf Hitler. While the Weimar Republic is presented on two and one half pages, Hitler's biography up to 1933 is discussed in great detail on six pages total.(TB, pp.726-732)

The Nazification of all aspects of public and private life in Germany is discussed, and also the signs of German resistance. The Holocaust is presented within the context of Hitler's "New Order." The German exploitation policy in the conquered areas, the collaboration of German business and the slave labor policies are also ascribed as part of Hitler's "New Order." Moreover, the authors have made a discernible effort to explain how Hitler's schemes were implemented by asserting the long history of anti-Semitism in Europe.(TB, pp.736-738) On the other hand, the text also gives credence to the Jewish, Danish, Polish, Norwegian, Greek, Yugoslavian and Russian resistance against Nazi rule -without camouflaging the collaboration of other groups.

"Jews participated in the resistance movements in all countries and were particularly prominent in the French resistance. Specifically Jewish resistance organizations emerged in Eastern Europe, but they suffered from shattering hardships. They had virtually no access to weapons. Poles, Ukrainians, Lithuanians, and other East European peoples with a long history of anti-Semitism gave little or no support to Jewish resisters -at times, even denounced them to the Nazis, or killed them." (TB, p.782)

German resistance is exemplified by Colonel von Stauffenberg's attempt to assassinate Hitler in 1944 which reportedly resulted in a mass-execution and torture of some 5,000 suspected anti-Nazis in Germany.(Ibid.)

Concerning the legacy of World War Two, the authors assert the failure of the Christian and Enlightenment traditions. The legacy of the Holocaust, moreover, "would forever cast doubt on the Enlightenment conception of human goodness, rationality, and the progress of civilization." (TB, p.781)

Coverage on the Federal Republic of Germany - The Second World War changed the European equation, "Europe's future depended on two countries, the United States and the Soviet Union."(TB, p.794) The new superpowers reportedly divided Europe among themselves with the United States assuming the role of heir and guardian of the Western tradition. The division of Europe was most severely felt by Germany, and "the dream of national glory that had provided the chief momentum in German life for more than a century was over."(TB, p. 802) Culturally, the United States also put an end to certain German tendencies:

"Cultural Americanization perhaps progressed furthest in West Germany, which was especially receptive after the collapse of Nazi rule. There, as a prominent film director put it, the Americans had colonized the German subconscious."(TB, p.796)

Beginning with the foundation of the European Coal and Steel Community, West German politicians are said to have been at the forefront of European integration. After France, the Federal Republic of Germany is recognized as the leading Western European state. In 1949 two chastened Germanys emerged which signaled the "destruction of Germany's traditional political identity".(TB, p.802) The authors, thus, imply the emergence of a new Germany, at least in the West.

Nevertheless, the Cold War, as reported, "proved a boon to West Germany; feared and despised though they were, the West Germans were needed." (Ibid.) On the basis of economic prosperity Chancellor Adenauer ushered in a democratic West Germany. He is described as the "founding hero of the Federal Republic" because "he represented the pro-Western, liberal-democratic tradition of the Weimar Republic." (Ibid.)

Under Chancellor Brandt German foreign policy expanded to include the East which, as Perry et al. assert, led to a relaxation of tension. During the period of detente in the early 1970s, "neither political extremists nor terrorists managed to shake public confidence in the [German] Constitution." (TB, p.803) Chancellor Brandt was succeeded by the "more pragmatic" Helmut Schmidt. In the 1980s, however, the Social Democratic Party (SPD) suffered under the impact of economic recession and Helmut Kohl assumed the Chancellorship. Apart from listing these factual changes, the authors concentrate on the psychological dimensions of the new Germany. In spite of the early economic and political success of the Republic, "German minds, however, were hardly at peace. The Nazi era remained a moral embarrassment." (TB, p.803) President Richard von Weizsaecker's admission that all Germans are responsible for past suffering inflicted in the name of Germany is quoted by Perry et al. as an attempt "to make Germans face up to their past."(Ibid.) Nevertheless, as Western Civilization argues, the new generation "feels less burdened by the catastrophes of a rapidly receding past."(Ibid.) German public attention has instead shifted to the physical environment. The formation of the Green party with its environmental agenda is seen less as a political response to an existing problem but as an expression of a "romantic alienation from contemporary society and politics."(Ibid.) Again, in spite of economic success and "even under a right-center government Germans are uneasy."(Ibid.) This uneasiness is reportedly due to the weakening of party organizations and a brittle consensus in "the uneasy search for a persuasive political identity."(Ibid.) The last note on West Germany is equally alarming, as Perry et al. remind the student that the United States' growing indebtness to the West Germans (and the Japanese) is a cause of concern and poses a threat to world economy.(TB, p.860) Western Civilization, on the other hand, does not report benevolently on an instance of German-American cooperation.

Western Civilization offers an equally bleak outlook on other Western European societies. French society is "localized and divided by social status"; the political parties are "unstable and shifting."(TB, p.802) Due to the influx of people from the British Commonwealth and other countries, "British society has lost its homogeneity - and some of its tolerance."(TB, p.805) Italy, as asserted, is in such political disarray that "some" have proposed "a neofascist regime supported by the army." (TB, p.806) Thanks to the European community which only admits democratically ruled countries, and thanks to NATO, "extreme solutions [in Italy] are unlikely."(TB, p.806)

Accuracy and Context - Western Civilization does not perpetuate crass inaccuracies but provides a rather linear view of historical development. In particular, the text maintains a rocksolid allegiance to Aristotelian political categories. Since neither the system of feudalism nor the Holy Roman Empire fits the cast, the authors have shown little empathy and understanding in the presentation of feudalism and the shadowy empire. The authors' understanding of the development and course of Western civilization makes the Holy Roman Empire appear like an accident of history rather than a political organization with its own distinctive features. Moreover, Western civilization appears like a torch that is passed on from one nation to the other.

Whether or not the Middle Ages should be properly called "Dark Ages" is a matter of scholarly debate. Likewise the contribution of the Germanic tribes is debatable, their impact, however, is not questioned. The authors have devoted considerable space to explain what the Germanic tribes lacked in comparison to Romans and build up a comprehensive argument why the Christian outlook became the foundation of medieval civilization and "not the traditions of the German barbarians."(TB, p.184) The length and forcefulness of the argument against the German contribution is obscure and cannot be sufficiently explained.

The meaning of Otto's coronation by the Pope in 951, is not easily established and subject to historical debate. According to Western Civilization Otto marched into northern Italy to assert his influence, namely "to dominate Italy and the pope -an ambition that embroiled the Holy Roman emperor in a life-and-death struggle with the papacy."(TB, p.208) This account of Otto's motives lacks context. Beginning with Charlemagne's imperial reign, the coronation by the pope was the ambitious goal of Germanic kings because it confirmed the medieval notion of the divine right of kings. The imperial coronation, moreover, "implied a revival of the Western Empire in the image of Augustinian political philosophy."[1] When the Pope requested Otto's support against the Italian nobles, Otto therefore did not hesitate to leave for Rome. The coronation provided him with the long-sought recognition as political and spiritual leader and as heir to Charlemagne's empire. In Northern Italy, on the other hand, Otto filled a power vacuum, and, as McKay et al. have affirmed,

"brought peace among the great aristocratic families. The level of order improved for the first time in over a century. Peace and political stability in turn promoted the revival of northern Italian cities, such as Venice."[2]

To be sure, the established political connection between Roman Papacy and German emperor by Otto I was problematic and became increasingly untenable. Due to the medieval world view this conflict, however, cannot be reduced to a case of nineteenth century imperialism.

Likewise, Perry et al. repeatedly criticize the fact that Germany failed to develop a strong central government. It appears that because of this initial failure to form a viable state, German history was doomed from the outset. The authors claim protestantism, particularism, and provinciality of the German nobility as the reasons for the delayed statehood. On the other hand, the text does not recognize that the absence of strong central control meant, as the historian Thomas A. Brady has asserted, "extraordinary political freedom of the common people."[3] This is true at least for the South German "free cities" around 1500, when the towns had gained extensive rights of self-government and were economically prosperous entities.

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[1] Patrick Geary, "Carolingians and the Carolingian Empire,"in: Dictionary of the Middle Ages, ed. Joseph R. Strayer (New York: Charles Scribner's and Sons, 1983), Vol.3, p.110.

[2] McKay et al., A History of Western Society, p. 261.

[3] Thomas A.Brady, Jr., Turning Swiss (Cambridge: Cambridge University Press, 1985), p. ix.

Incidentally, Western Civilization does not report on the free cities in southern Germany. The only German state that receives attention is Prussia.

In the presentation of Prussia, the text lacks a geographic dimension. While the authors point out the military aspects of the Prussian state, the text does not pay attention to the physical characteristics of Brandenburg-Prussia. As the historians R.R. Palmer and Joel Colton have asserted:

"The south coast of the Baltic, where Prussia was to arise, was an unpromising site for the creation of a strong political power. It was an uninviting country, thinly populated, with poor soil and without mineral resources, more backward than Saxony or Bohemia, not to mention the busy centers of south Germany and Western Europe."[4]

During the Thirty-Years-War which was fought mostly on German soil, Prussia had suffered most severely from the onslaught of the Swedish and Hapsburg armies. After 22 years of warfare the population of Berlin was decimated and villages were either deserted or eliminated. In the account of Palmer and Colton,

"Frederick William concluded that in his position, ruling a small and open territory, without natural frontiers of possibility of defense in depth, he must put his reliance on a competent army. With an effective army; even if small, he could oblige larger states to take him into their calculations and so could enter with some hope of advantage into the balance of power. This long remained the program of the Brandenburgers-to have an army but not to use it."[5]

In Western Civilization these considerations are not discussed, the text simply affirms the aggressive and military character of early Prussia. The influence of geography on the development and character of a state and its leaders remains unexplored. The neglect of the geographic dimension in history leads to an incomplete picture. Moreover, if historical developments, or great events, are personalized, as in the case of history in Western Civilization, the links and connections between geographic, political, and economic factors are not explored and the psychological dimension receives undue attention.

In the nineteenth century the authors assert that Prussian liberals fascinated by Bismarck's military triumphs capitulated and "Germans of all classes acquired an adoration for Prussian militarism and for the power state, with its Machiavellian guideline that all means are justified if they result in the expansion of German power."(TB, p. 556) This interpretation overlooks the other tradition of leftist opposition to Prussian militarists and imperialists that emerged most strongly in Berlin. The rapid growth of the Social Democratic Party (SPD) to the single strongest party in 1910 and the party's demand for democracy and civil liberties attest to the existence of a democratic-socialist tradition in Germany.[6] With its tenet of revolutionary internationalism, the SPD, at least theoretically, transcended the national state. In fact, Bismarck feared the strength of the Social Democratic Party such that he tried, albeit unsuccessfully, to thwart the socialist appeal first by outlawing the party and then by legislating modern social security laws. The absence of a German socialist-humanist tradition in the text creates a one-sided, imbalanced image. With some notable exceptions, Western Civilization reports on the trends and traditions that were able to assert themselves in history, and while this choice is by no means "inaccurate," it nevertheless provides an incomplete account.

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[4] R.R.Palmer and J.Knopf, A History of the Modern World To 1815 (New York: Alfred A. Knopf, 1984), p.221.

[5] Ibid., p. 224.

In the discussion of the two World Wars the text proceeds directly from the Treaty of Versailles to the rise of fascism. While their exists a strong psychological link between the Treaty of Versailles and the rise of fascism, the existence of the Weimar Republic loses significance when presented simply as an interlude. In fact, the Weimar Republic is discussed on less than three pages and features more as a backdrop to Hitler's life (see also coverage).

The history of anti-semitism in the 1930s is presented in the context of the Nazi's racial doctrines which at first found expression in the anti-semitic legislation and pogroms in Nazi Germany. The description of the "New Order" which includes the Holocaust is both comprehensive and well developed in the text. Nevertheless, the authors focus on racial anti-semitism but fail to account for religious and economically motivated anti-semitism. [Most texts, however, do not discuss the different facets of anti-semitism.] The force of racial anti-semitism in Nazi-Germany and Europe, however, cannot be properly understood without discussing anti-semitism in all its forms. Contemporary research has also focused on the functions of anti-semitism in society and on anti-semitism as a form of mental prejudice.[7]

Regarding the meaning of the Holocaust, Western Civilization focuses on its significance for Western civilization, namely as "an episode that would forever cast doubt on the Enlightenment conception of human goodness, rationality and the progress of civilization." (TB, p.781) Maybe the text has contributed to this sense of disillusionment by their overly optimistic account of the tenets of the Enlightenment and by ignoring the contradictions of the philosophy of the Enlightenment.

Concerning the presentation of West Germany, the text paints a very dim picture of the future of the Federal Republic. After 40 years of stable democratic rule in the Federal Republic of

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[6] For a study of the socialist movement in the nineteenth century see the collection of essays edited by Frank Mecklenburg and Manfred Stassen: German Essays on Socialism in the Nineteenth Century (New York: Continuum, 1990).

[7] See the highly instructive analysis by Walter F. Renn, "Federal Republic of Germany:Germans, Jews and Genocide", in: Randolph L. Braham (ed.) The Treatment of the Holocaust in Textbooks, pp. 1-153.

Germany, it could be expected that the student learns more about modern Germany that would indicate this state of political affairs. Instead, the authors concentrate on the supposedly uneasy German mind, the uneasy German elders, and the uneasy search for a political identity.(TB, p.803)

Slants and Biases - The picture of German history in Western Civilization is teleological and assumes an inevitability that is confirmed in the choice of reporting on German history. The authors have focused almost exclusively on the German authoritarian, anti-liberal, and militaristic traditions. This focus is noticeable from the outset and continues as the "leitmotif" in German history.

In their account of the Holy Roman Empire, the authors have applied hindsight and approached history with the "Realpolitik" language of a twentieth century political analyst. From this angle the Holy Roman Empire indeed appears unintelligible and grossly ineffective as an instrument of power politics. The historian James A. Sheehan has suggested that we avoid the application of contemporary meanings of sovereignty and statehood when discussing the politics of the Holy Roman Empire.

"Among traditional Europe's political structures none is more difficult for us to imagine than the Holy Roman Empire. It does not fit any of our political categories; it was not a nation or a state, nor was it an international organization. In dealing with the old Reich, our assumptions about sovereignty do not work; the distinction we customarily make between foreign and domestic affairs does not apply."[8]

It appears that the negative verdict in Western Civilization regarding the Holy Roman Empire and Otto's Italian policy, is less due to historical interpretation than to pre-formed opinion. The text's assessment of the short-lived German revolution of 1848 is equally devastating. Perry et al. identify as the reason for failure of the 1848 Revolution the intractable national animosities of the revolutionaries, in particular the German revolutionaries' animosity towards the Polish people. A German delegate to the Frankfurt Assembly is quoted as having denounced the Poles as a people who do not "possess the same measure of human content as is given to the German kind...No, I admit without blinking, our right is no other than the right of the stronger, the right of conquest."[9] The singular quote of one of the positions at Frankfurt again depicts a rather one-dimensional image of the revolutionaries and discredits the whole movement as racist and, to some extent, pre-fascist.

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[8] James A. Sheehan, German History 1770-1866 (Oxford: Clarendon Press, 1989), p. 14.

[9] J.L.Talmon, Political Messianism: The Romantic Phase (New York: Praeger, 1960), quoted in Western Civilization, p.522.

Moreover, the delegates of Frankfurt were at odds with each other concerning the revolutionary yearnings of the Poles. While the radical left wing in Frankfurt supported the revolutionaries in Poland and their demand for a Polish state, this view did not find majority approval. Some delegates feared at Frankfurt that recognition of Polish demands would lead to a war with Russia. Arguably, the revolutionary at Frankfurt were too timid in their approach and may have indeed lacked the cross-national solidarity demanded in World Civilization.[10] In the text, the nationalism exposed at the Assembly in Frankfurt appears as an instance of the unrelenting nationalist outlook of Germans, including German liberals.

The authors also express their misgivings about German intentions in other instances, and, in particular, in the question of German unification. The unification under the leadership of Prussia reportedly "created fears, tensions and rivalries that would culminate in world war." (TB, p.557) This prognosis, prior to the description of twentieth century Europe, is both a forecast and an unambiguous verdict of the ultimate undesirability of German unification.

The post-1945 portrait of East and West Germans in Western Society assures the continuity of German history. Clearly, the East Germans are depicted as drawing on the negative traits of the German authoritarian and anti-libertarian tradition. The authors depict Poland as the most liberty-and-peace loving state among the Soviet satellites. In their efforts to liberate themselves from Soviet rule, however, they "receive little sympathy" from their East German neighbor. The East Germans are described as "Moscow's most reliable satellite." The East German leaders,

"consider their country a separate "socialist" Germany, drawing on the best elements in the German past, including Martin Luther's Reformation and Prussian efficiency. They can rely on their subjects' resigned acceptance of their rule...they recognize the futility of revolt and work hard at their jobs."(TB, p.819)

The West Germans, on the other hand, are said to be colonized by American culture. These harsh images in the text are largely due to the authors' non-recognition of a liberal tradition in Germany. If the German "obedient" character negates a liberal spirit, then a "colonization" of the German consciousness is indeed required. The "uneasiness" that the text perceives in the West German culture, nevertheless, attests that the "Americanization of the German subconscious" (TB, p.796) has only been partly successful. Yet, the text does not provide one single episode -one could call to mind the recognition of existing borders in the East or the German-Israeli agreements- in which the Federal Republic acted on its own behalf in a policy of reconciliation. Rather, the impression arises that the two divided Germanys are the respective colonies of the superpowers, with potential for trouble in West Germany due to its uneasy past.

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[10] For a more complete description of the Frankfurt Assembly see Palmer and Colton, A History, pp.486-487.

C. 3. 2. A History of Western Society, Third Edition by John P.McKay, Bennett D. Hill, and John Buckler (Boston: Houghton Mifflin Company, 1987), 1043 pages. Referred to as Western Society.

Introduction: McKay et al. have assertedly made social history the focal element of their work. With the incorporation of social history, the authors, furthermore, hope to infuse new life and renewed interest in Western history. On the other hand, the writers claim to have achieved a balanced interpretation of history because the mainstream of political and cultural history, i.e., the traditional story of great men and great events in history, is not neglected.(TB, pp.xxi-xxiv) Reportedly, the text has taken a fresh look at the following issues:

"Neolithic agricultural revolution, political and economic growth in ancient Greece, the rise and spread of Christianity, the Germanic nobility, medieval feudalism, the origins of the Renaissance, Louis XIV and the French nobility, eighteenth-century absolutism, the French Revolution and Napoleon, nationalism, life in the postwar era, and events of the recent past...The reader will also find new material on many other topics, notably the Minoans, Greek and Roman wars, medieval Germany, the Hanseatic League, the African slave trade, Hume and Holbach, the pre-revolutionary French elite, Mill and events since the late 1960s."(TB, p.xxii)

This analysis will consider the pronounced revisions and attempt to discern whether the infusion of social history lead to a different interpretation of European civilization.

Mode of Presentation - The tone of writing is engaging and vivid. The authors, at times, demand a level of abstraction from the reader and familiarity with technical, social, and political terms that recommends the text to a college bound, or honor student, target audience. The text to illustration ratio measures roughly 3:1. In addition to the maps and illustrations in the main body of the text, six color plates are inserted which provide works of art. Each colorful art reproduction illustrates the respective cultural pattern discussed in the text.

The text contains few pedagogical features: at the beginning of each chapter the authors suggest specific historical questions which are subsequently answered in the chapter; the chapter concludes with a brief summary, notes and suggestions for further reading. There are no end-of-chapter review questions, nor are questions for the student inserted in the main body of the text. Teaching ancillaries are separately available from the publisher and consist of a Study Guide, Computerized Study Guide, Instructor's Manual, Test Items, Computerized Test Items, and Map Transparencies.

Coverage - McKay et al. have devoted 77.8 percent of total pages to the histories of West European countries. This amount of coverage mirrors the quantitative treatment of Western Europe found in Western Civilization. Moreover, the almost identical coverage of Western Europe detected in the two texts, extends to equal coverage accorded to Germany, namely in

Content Elements (Units)	Total Pages	W-European Coverage			German Coverage		
Timelines		within total cov.	total pages	within W.-E. cov.	within total cov.	total pages	within German cov.
1. Near Eastern Origins							
2. Small Kingdoms in the N.E.							
3. Legacy of Greece							
4. Hellenistic Diffusion							
5. Rise of Rome							
6. Pax Roman							
4,000 B.C. - 400 A.D.	195	(12.7%)	132	(16.3%)	(0.2%)	1.5	(0.9%)
7. The Making of Europe							
8. Early Middle Ages							
9. Revival,Recovery,Reform							
10.High Middle Ages							
11.Creativity and Vitality							
12.Crisis of Later Middle Ages							
400 - 1400	194	(17.3%)	180	(22.2%)	(3.2%)	26	(15%)
13.Society in the Renaissance							
14.Reform and Renewal							
15.European Expansion							
16.Absolutism/Constitutionalism							
17.Absolutism in Eastern E.							
18.Toward a new World View							
19.Expansion in the 18th C.							
20.Life of the People							
1200 - 1800	278	(22.6%)	236	(29.1%)	(3.5%)	29	(16.8%)
21.Revolution in Politics							
22.Rev.in Energy and Industry							
23.Ideologies and Upheavals							
24.Life in Urban Society							
25.Age of Nationalism							
26.The West and the World							
1775 - 1914	192	(14.6%)	152	(18.7%)	(7.3%)	59	(34.1%)
27.War and Revolution							
28.Age of Anciety							
29.Dictatorships and Second World War							
1914 - 1945	98	(6.7%)	70	(8.6%)	(6.1%)	50	(28.9%)
30.Recovery of Europe and the Americas							
31.Life in the Postwar Era							
32.The Recent Past, 1968 to Present							
1945 - (1987)	86	(3.9%)	41	(5.1%)	(0.9%)	7.5	(4.3%)
	1043	(77.8%)	811	(100%)	(21.3%)	173	(100%)

* The first five pages of chapter 30 deal with the Grand Alliance in 1942, the date of the military alliance between the US and the USSR and Britain, and the allied victory. Chapters 30 to 32 properly outline the developments after the end of World War II until 1987.

both texts 21.3 percent of net Western European coverage. The quantitative breakdown of reporting in the specific historical time segments, however, varies in the texts analyzed.

Probably due to the focus on social history, Western Society has accorded greater coverage to pre-modern European society. Almost seventy percent of total European coverage addresses pre-modern Europe, i.e., the period before 1775. Western Civilization by Perry et al., for example, had devoted fifty percent of combined coverage up to 1789. The greater emphasis on the Middle Ages clearly accounts for the difference, but the coverage on the Reformation is also more extensive. The more spacious coverage of pre-modern, "pre-statist" Europe expresses also qualitative choices: the focus of the historiographic perspective is not on the nation-state but on the preceding developments.

Another striking difference in a side-by-side comparison between Western Society by McKay et al. and Western Civilization by Perry et al. concerns the amount of space spent on the discussion of the World Wars. While Perry et al. have devoted 15 percent of their European coverage on the two events, McKay et al. have given 8.6 percent on World War I and II. Again, the variation in quantitative coverage is indicative of the difference in interpretation concerning the meaning of these two events. In the account of McKay et al., Western European countries do not forsake history, or lose relevance after 1945. Incidentally, the coverage of post-1945 history in Western Society by McKay et al. is the highest of all textbooks surveyed, namely 5.1 percent of net Western European coverage.

Analogously to other books on human civilization, the authors begin the history of the West with the paleolithic age. The certainty in discussing the origin of economic and cultural patterns and their geographic origin is, however, diminished. Instead, the authors assert that more recent research has shown that agriculture did not originate in the Near East but in different parts of the world at roughly the same time. (TB, p.7) From the Stone Age the text proceeds to the ancient history of the Near East, and the legacy of Greece. Early on Western Society describes daily life activities of past cultures:"Daily Life in Mesopotamia"(TB, pp.18-20), "Daily Life in Israel"(TB, pp.42-45), and "Hellenistic Women"(TB, pp.120-122).

After an extensive discussion of the Roman Empire, Western Society continues with the "Making of Europe"(TB, p.195) which reportedly took place between 400 and 900 A.D. European civilization, as the authors assert, developed "from the fusion of the Greco-Roman heritage, Germanic traditions, and the Christian faith."(TB, p.196) Since the authors postulate the Germanic tradition as one component in the developing European civilization, Germanic society, law and life are discussed in depth.(TB, pp.210-215) As announced in the introduction to the student, Western Society has indeed utilized more recent scholarship and also included the findings of geography (see also context and accuracy).

In the discussion of the Carolingian Empire the authors ascertain that the culture of the Carolingian Empire was the "first European civilization."(TB, p.232) Within the Frankish kingdom the power of the Frankish kings, however, depended on the Frankish nobility. Their power originally was derived from intermarriage with the Gallo-Roman senatorial class and was strengthened during the civil war in the Germanic-Frankish kingdoms. The Frankish nobles possessed wealth, customary political rights, and indulged in a distinct lifestyle.(Ibid.) As this aristocratic class showed signs of a self-conscious awareness of their economic and social distinction from the rest of Frankish society, the authors assert the existence of a Frankish noble class prior to mid-sixth century.(Ibid., see also p.237)

In their presentation of the High Middle Ages, the authors have again given considerable space to the everyday life of the three distinct classes in medieval society: peasants, nobles and monks. An impressive account is provided on the infancy, childhood and youth of the nobility class. In a comparative approach the text asserts Germany's failure to establish strong local control as being due to two main factors: firstly, the lack of a strong royal domain from which to expand power and, secondly, the lack of an accepted principle of succession to the throne. Although Otto I had reportedly halted feudal anarchy and installed himself as the emperor in an alliance with the church, his successors were less successful. In addition, the authors note that Frederick Barbarossa's attempts at unification were shattered by his ambitious Italian ventures.(TB, pp.315-316)

The focus in Western Society is on economic and intellectual life. Therefore, the economic and intellectual revival in the High Middle Ages, in particular the rise of towns and universities, receives comparably greater attention. The spiritual aspects of the Middle Ages are not as prominent as in other texts in this category. Concerning the rise of towns, the text emphasizes the emerging town liberties and medieval businessmen as the forerunners of modern capitalism. (TB, pp.324-335)

In the introduction the authors announced the inclusion of more recent scholarship on the origins of the Renaissance. The Renaissance is interpreted less as a radical break with the past but as a movement whose achievements "rest on the developments of earlier centuries." (TB, p.390) The authors have taken great care to point out interdependencies and links between developments. Whereas the text presents the evolution of the Renaissance and its intellectual hallmarks, the authors also consider changes in the fabric of society that the Renaissance spirit brought about. It is noticeable that Western Society frequently illuminates the experience of women and blacks in society. In the case of the Renaissance, the image of the humanist Renaissance spirit is somewhat tarnished by the experience of women and blacks at the time. The authors assert that during the Renaissance the power of noble women declined and women as well as black slaves became a favorite status symbol in Renaissance society. (TB, pp.406-409) "In Renaissance society, blacks, like women, were signs of wealth; both were used for display."(TB, p.409) In general, the text does not shy away from the story of slavery in Western society and, in fact, provides the most concise account of slavery in Europe among the texts analyzed. Likewise, the topic of anti-semitism is comprehensively treated throughout the different epochs of European history.

The interpretation of the Protestant Reformation in Western Society, like the discussion on the Renaissance, places the Reformation in the context of prior reforming trends. The authors assert that inherent in Christianity is its recognition of change and its ability to accomplish reform.

Throughout history, Christian reformers and Christian humanists from More to Lefevbre d'Estaples called for reform. "The idea of reform is as old as Christianity itself...Men and women of every period believed the early Christian church represented a golden age, and critics of every period called for reform...Sixteenth-century cries for reformation, therefore, were hardly new."(TB, p.428)

On the other hand, the authors stress that it was the German town peoples' particular resentment of clerical privileges that encouraged reform and the spread of Protestantism. Ultimately, as the text maintains, the Reformation was detrimental to the growth of unity among the German states and it effectively destroyed the limited sense of unity that existed. Charles V, a staunch defender of the Catholic faith, tried to crush the new religion but lacked the resources. French active intervention in the conflict between the Protestant princes and the Catholic emperor was, as the text asserts, motivated by a desire to keep the German states apart. Western Society provides the following account of early European "Realpolitik":

"Thus Europe witnessed the paradox of a Catholic king of France supporting the Lutheran princes in their challenge of a fellow Catholic, Charles V. French policy was successful. The long dynastic struggle commonly called Habsburg-Valois Wars advanced the cause of Protestantism and promoted the political fragmentation of the German empire."(TB, p.443)

Considering that coverage on the Reformation and the Middle Ages is almost twice as extensive in Western Society than in comparable texts, one would expect a significantly higher German coverage in total. This, however, is not the case. The main reason is the non-state specific approach of Western Society when presenting the story of common people, the role of women, and other often "invisible" groups. The infusion of social history in the text is therefore, and may by nature have to be, transnational in character.

The description of absolutism in France and constitutionalism in England is comprehensive and instructive. Louis XIV's subordination of the French nobility is described in detail as well as his use of "a secret police force, a system of informers, and the practice of opening letters - [which] foreshadowed some of the devices of the modern state."(TB, p.515) The decline of royal absolutism in England is accorded to the "abysmally ignorant" James I who believed in the divine right of kings and paid dearly for his belief.(TB, p.525) The subsequent reign of Oliver Cromwell is identified as puritan absolutism; Cromwell reportedly crushed the rebellion in Ireland "with merciless savagery, leaving a legacy of Irish hatred for England that has yet not subsided."(TB, p.529) As the above examples demonstrate, McKay et al. have avoided a romanticized account of the Renaissance, Reformation, Absolutism, and Constitutionalism. Instead, each account is balanced by either the incorporation of social history, or, the presentation of the less flattering policies at the time. Furthermore, the student learns to identify consequences and past policies with continued relevance for the present.

The rise of Prussia is discussed in the context of absolutism in Eastern Europe. In contrast to French absolutism and British constitutionalism, absolutism in Eastern Europe was based on a strong nobility, an insignificant middle class, and "an oppressed peasantry composed of serfs."(TB, p.540) The rise of Prussia is allegedly due to two major factors. As in other absolutist states, war served as a catalyst for the establishment of central power. Prussia's geographic location, the devastation of the Thirty-Years-War and, in particular, the invasion of the Tartars created the need for a strong standing army.

"It was no accident that, except for commercially minded Holland, constitutionalism won out only in England, the only major country to escape foreign invasion in the seventeenth century."(TB, p.549)

The second major factor in the triumph of royal absolutism in Prussia relates to the absence of solidarity between the town representatives and the Prussian nobility. While the Prussian nobles enjoyed freedom from taxation and unlimited power over the peasants, the towns were saddled with the major burden of taxation. Due to this conflict of interests, the opposition of town representatives to royal pretensions was not supported by Prussian nobles. Moreover, town leaders were brutally repressed and the Prussian nobility continued to be the natural ally for the Prussian kings who re-confirmed the privileges of the nobility. Even the enlightened despot Frederick the Great, whom the text credits with genuine religious tolerance, did not alter the existing social structure. "True, he condemned serfdom in the abstract, but he accepted it in practice and did not even free the serfs on his own estates."(TB, p.596) [Prussia is the only German state that is discussed in the text.]

Although Western Society incorporates the story of great men and great events, the authors frequently, as the Prussian example demonstrates, provide perceptive reasoning to account for single phenomena. In short: History can be researched and understood. The student is enlightened with the findings of geography, comparative politics, and social history before the authors develop their interpretation.

Concerning the French Revolution and Napoleon, Western Society maintains that, in spite of the excesses of the revolutionaries, the French Revolution ultimately did not fail.

"After the fall of Robespierre, the solid middle class, with its liberal philosophy and Enlightenment world views, reasserted itself. Under the Directory, it salvaged a good portion of the social and political gains that it and the peasantry had made between 1789 and 1791. In doing so, the middle class leaders repudiated the radical social and economic measures associated with Robespierre, but they never re-established the old order of separate legal orders and absolute monarchy."(TB, p.695)

In spite of Napoleon's restrictions on free speech, he in effect spurred the reconciliation between the old centralized government and the new pattern of access to government based on merit. Generally, the text maintains that the principles of the French Revolution survived the reign of terror, the reaction and Napoleon.(Ibid.)

The German revolution of 1848 reportedly failed for several reasons. Initially, the fact that the revolution occurred in multiple German principalities complicated the overall situation. More important, however, was the fact that the revolution was overshadowed by the German national question. [That is, the unification of the thirty-eight states of the German Confederation and possibly the German speaking part of Austria.] The Frankfurt National Assembly, summoned to write a constitution, was reportedly deeply divided on this national issue and also feared the demands of the radical socialists and their more revolutionary agenda. Action was stalled and when, after a yearlong debate, a liberal constitution finally emerged in 1949, the opposing reactionary forces had recovered from the revolutionary shock and regained strength - the constitution was refused by the Prussian king and the revolution was defeated. (TB, pp.756-758)

In the text the nationalism of 1848 is described as a "romantic" nationalism. According to Western Society the second half of the 19th century witnessed the rise of a tough-minded realism which transformed the liberal, mostly middle class supported nationalism into universal faith. This transformation reportedly took place between 1850 and 1914. To a large extent the authors credit Bismarck for this development. Western Society focuses on the domestic policies of Bismarck's unification policy. The external aspects, i.e., the war with France, do not receive nearly the same attention as the domestic constitutional struggle. Bismarck is said to have shrewdly outmaneuvered the liberal Prussian parliament by first establishing himself as the national liberator of Schleswig-Holstein and then, in the Austro-Prussian war, as the victorious leader over Austria. In the Constitution for the new North German Confederation he granted the member states local control over their government. Yet, the Prussian King, as the President of the Confederation, was responsible for the army and foreign affairs. Bismarck, as his king's Chancellor, was only accountable to the king.

Bismarck, as noted in the text, did not abolish parliament but instead established a bi-cameral system with the members of the lower house elected by universal equal manhood suffrage. "With this radical innovation, Bismarck opened the door to popular participation and went over the head of the middle class directly to the people." (TB, p.807) Having thus established himself in firm control of foreign affairs and as democratic innovator, Bismarck at the same time could afford to make peace with the parliamentary opposition. "In 1866 German unity was in sight, and the people were going to be allowed to participate actively in the new state. Many liberals repented their "sins" and were overjoyed that Bismarck would forgive them."(TB, p.807) Kay et al. assert the significance of the constitutional struggle prior to the unification of Germany and claim that this struggle laid the foundation of the power relations of the future German state. The Franco-Prussian war is only mentioned in passing and declared "anticlimactic"(TB, p.808).

The decision to discuss the unification of Germany from a domestic-constitutional perspective leads to a portrait of Wilheminian society different from the one usually found in basal social studies textbooks. The Franco-German war appears more like a means to an end rather than an expression of aggressive nationalism as an end in itself. From this perspective, the Franco--German conflict is not the decisive element in the story of German unification. Instead, the fashioning of a constitution for Germany, which provided no checks on the Kaiser and his chancellor and which was created without the participation of German liberals, becomes the key to understanding Bismarckian policy. In fact, the discussion of Bismarck's internal policies, with special attention given to the provisions of the Constitution in Wilhelminian Germany, enlighten the student to the study of comparative systems.

The discussion of the First World War centers on the causes for, and consequences of, the great war. The system of alliances, naval and economic rivalry between Germany and Britain, and, lastly Serbian nationalist aspirations are listed as causes for the First World War. Like other texts in this category, Western Society also reports on the changes at the home front during the war: the mobilization for total war in Germany under Walter Rathenau's direction, the war's impact on labor unions, the role of women, and, finally, the growing tensions and efforts to end the war in Germany. (TB, pp.858-878, 885-888)

The collapse of the Eastern front - due to the Russian revolution in 1917 - is described as having saved the central powers temporarily from an external defeat as well as from internal rebellion. In November 1918, however, revolution broke out in Germany. The German Revolution of 1918 allegedly resembled the Russian Revolution, but in Germany the moderate socialists won. The German Socialists are described as "really pink and not red," (TB, p.887) advocating a gradual elimination of capitalism.

"They were also German nationalists, appalled by the prospect of civil war and revolutionary terror. Moreover, there was much less popular support among workers and soldiers for the extreme radicals than in Russia. Nor did the German peasantry, which already had lost most of their land, at least in western Germany, provide the elemental force that has driven all great modern revolutions, from the French to the Chinese. Of crucial importance also was the fact that the moderate German Social Democrats, unlike Kerensky and company, accepted defeat and ended the war the day they took power."(TB, p.888)

In doing so, the Social Democrats, as the authors assert, prevented the conservative German officer corps from disintegrating. The Social Democrats reportedly also share blame in a different instance - the brutal murder of Rosa Luxemburg and Karl Liebknecht by the army. Nevertheless, Kay et al. question whether the allies would have accepted a communist Germany. In accordance with the stated objective to illuminate the role of women in history, a picture of Rosa Luxemburg addressing a party congress is shown next to a picture, of equal size, depicting the statesmen assembled at the Hall of Mirrors in Versailles. Rosa Luxemburg is identified in the accompanying sidetext as a "brilliant theorist."(TB, p.887) The subchapter on the German Revolution of November 1918 occupies roughly one and one half pages, including the photographic footage of Rosa Luxemburg. In this short discussion of the events in Germany after military defeat, McKay et al. have provided insights into the other ideological struggle, less known in the United States, within the German Social Democratic Party between democracy and communism. The so-called "moderate" socialists believed that democracy and socialism are compatible. Although the experiment of the Weimar Republic failed (for different reasons), ultimately, as the post-1945 development has shown, socialism and democracy are viable, communism and democracy, however, are not. It is this crucial difference that is often not discussed in the American context.

After a short presentation of the 1920s, including the Franco-German conflict over reparation payments and Franco-German reconciliation under Stresemann and Briand, the text proceeds to the discussion of totalitarianism in Russia and Germany. Nazi Germany under the leadership of Hitler is not presented in the context of fascism but rather in the context of modern totalitarianism. Although the text proceeds from a discussion of the Soviet Union under Stalin to Italy and only then to Germany, it is a rerouting dictated by a factual connection, rather than a contextual one. The presentation of Mussolini's fascist regime is therefore brief and takes up two and one half pages. The focus is clearly on the Soviet Union and Germany as examples of a full realization of the modern totalitarian state.

In the text, Hitler's biography does not feature as the determining factor for his racial doctrines. Rather, the climate of extreme nationalism and virulent anti-semitism in Vienna in the 1920s appear as the decisive factors. In this instance, at least two of the modern facets of anti-semitism can be found: economic anti-semitism sparked by the declining status of Austro-Germans in the Austro-Hungarian Empire and racial anti-semitism bound up with the Social Darwinist notion of a constant struggle for existence. Like many texts dealing with Nazi Germany, Western Society also includes statements prophesying the extermination policy of the Nazis. In this text, however, the racist phantasies of Lanz von Liebenfels, a former monk, are quoted as having "inspired" Hitler.

"Preaching the crudest, most exaggerated distortions of the Darwinian theory for survival, Liebenfels stressed the superiority of Germanic races, the inevitability of racial conflict, and the inferiority of the Jews. Liebenfels even anticipated the breeding and extermination policies of the Nazi state. He claimed that the Master race had to multiply its numbers by means of polygamy and breeding stations, while it systematically sterilized and liquidated inferior races."(TB, p.940)

Hitler's rise to power is explained against the background of the Great Depression, the complicity of "Big Business," the unanimity of the Socialists and Communists, Hitler's charisma and skill as a politician, and, most importantly, the Weimar Constitution which allowed for rule by decree in emergency situations. Western Society also sees the mobilization of young people as a crucial factor for the Nazi movement.

"The battle cry of Georg Strasser, a leading Nazi organizer, was, "Make way, you old ones!" In 1931 almost 40 percent of Nazi party members were under thirty, compared to 20 percent of the Social Democrats. Two thirds of Nazi members were under forty. National recovery, exciting and rapid change, and personal advancement: these were the appeals of Nazism to millions of German youth." (TB, p.942)

The authors state that from the beginning, Hitler moved brutally and skillfully to establish political and social control. Likewise, the Jews became a "special object of Nazi persecution." (TB, p.945) The text maintains that "Hitler's government meant greater equality and exceptional opportunity to the majority of Germans." (Ibid.) The victims of Nazi persecution are reported as Jews, Slavs, Jehovah's Witnesses, and Communists. Western Society also includes a short paragraph on the active German resistance which includes groups of Social Democrats and Communists, Protestants and Catholics, and finally, in 1938 and in 1942-1944, high-ranking army officers. (TB, p.947)

Concerning the extermination policy towards the Jews, the authors assert the radically different dimension of anti-semitism in a totalitarian state such as Nazi Germany. The Holocaust of the European Jewry is not only "the ultimate monstrosity of Nazi racism," but also an expression of human rights violations on an unprecedented scale. (TB, pp.952-953) The thrust of the text is thus twofold: the racism of the Nazis and the character of modern totalitarianism with its vision of total state control. (TB, pp.928-929) In the chapter opening on "Dictatorships and The Second World War", incidentally, the authors advise the student:

"Today we want to believe that the era of totalitarian dictatorship was a terrible accident, that Stalin's slave labor camps and Hitler's gas chambers "can't happen again." But one cannot be sure: it was all very recent and very powerful." (TB, p.926)

The description of the actual battles and the course of World War II is rather brief, and amounts, without maps, to roughly two pages. The key to the ensuing Cold War is seen in Stalin's suspicion that free elections in Eastern Europe would result in hostile governments on the Soviet border. (TB, p.967)

Coverage of the Federal Republic of Germany - In Germany, the Cold War led to the partitioning of the country and "a radically purified Federal Republic [which] found new and able leadership among its Catholics."(TB, p.970) Aided by the Marshall Plan and protected under the military umbrella of NATO, the Federal Republic of Germany assertedly produced an unprecedented economic miracle which confirmed confidence in free-market capitalism.

"Under Minister of Economy Ludwig Erhard, a roly-poly, cigar-smoking ex-professor, postwar West Germany broke decisively with the totally regulated, strait-jacket Nazi economy. Erhard bet on the free-market economy, while maintaining the extensive social welfare network inherited from the Nazi era."(TB, pp.970-971)

The drive towards European unity is described as a means of reconciliation between the arch enemies Germany and France and also as being due to the recognition that only a "new European nation" can exert influence in global affairs. (TB, p.972) Actively supported by the two Frenchmen Jean Monnet and Robert Schuman, the first European organization was the European Coal and Steel Community (ECSC). From the ECSC, the original six member states - France, West Germany, Italy, Belgium, the Netherlands, and Luxemburg - quickly moved to create the Common Market, and Euratom. Again, the text describes these movements toward unity as a "tremendous success."(TB, p.974) This process, according to Western Society, was temporarily halted but not reversed by the nascent nationalism of the French Premier DeGaulle.(Ibid.)

Apart from the steadfast European cooperation, the Atlantic Alliance has proven "an enduring reality" even in times of economic hardship. (TB, p.1023) The Atlantic Alliance, however, is not described as static but rather as a reflection of the prevalent political condition between the member states. Developments in West Germany are allegedly of crucial importance for the alliance. (Ibid.)

In the text, Chancellor Willy Brandt's "Ostpolitik" goes beyond peace and reconciliation with the East but touches upon the deeper issue of the "German question." Reportedly, Willy Brandt's policy,

"was to seek genuine peace and reconciliation with the Communist East, as Adenauer had already done with France and the West...West Germany abandoned the fiction that the "provisional" loss of eastern territory to Poland and the Soviet Union agreed to by the Big Four at the Potsdam Conference in 1945, might some day be altered in Germany's favor in the final peace treaty that would never come." (TB, p.1025)

This resolution of the German question by Chancellor Brandt in 1972 is described as the prerequisite for West German influence in European affairs. The text also considers Chancellor Brandt's electoral victory as a sign of the "Republic's political coming of age." (TB, p.1024) The rise of the Social Democratic party as a ruling party demonstrated that the two-party system worked. The authors also assert the success of the "gravel voiced" Willy Brandt as an indication of the widespread liberalism and tolerance in the German electorate.

"Illegitimate son of a poor, unwed shop-girl, and a fire-breathing Socialist in his youth, Brandt had fled to Norway in the 1930s and had fought against Nazi Germany in the Second World War. Yet, the electorate judged the man himself, turning a deaf ear to smears and innuendoes about treason and low birth."(TB, pp.1024-1025)

In toto, Brandt's Ostpolitik is described as highly beneficial for West Germany and is compared to President Nixon's gradual withdrawal from Vietnam as a major initiative "to reduce East-West tensions." (TB, p.1028) The chapter on "Germany and the European Settlement" is accompanied by a large photograph of Willy Brandt at the Warsaw memorial. The text also features a picture taken at the event of the Helsinki Agreement of 1975, depicting President Ford, Chancellor Helmut Schmidt and a "jovial Erich Honecker [who] savor[ed] the fullest possible diplomatic recognition of his East German Communist state."(Ibid.) The accompanying text briefly outlines recent developments in the West.

The failure of detente is exemplified by the Soviet action in Afghanistan. The subsequent imposition of economic sanctions against the Soviet Union, however, was reportedly not successful and also strained the cohesiveness of the Western Alliance. Only Great Britain, as McKay et al. assert, supported President Carter's policy of economic sanctions. (TB, p.1029)

"France, and especially West Germany, argued that the Soviet's deplorable action in Afghanistan should not be turned into a East-West confrontation and tried to salvage as much as possible from detente within Europe. President Carter, they implied, had overreacted." (TB, p.1029)

The authors venture no further explanation or judgement regarding the disagreement in policy approach but interpret the incident as one of the "differences within the Atlantic Alliance, differences that had been surfacing periodically ever since General DeGaulle's independent course in the 1960s."(Ibid.) These differences, albeit real and "serious", have reportedly not shattered the original purpose of the Alliance, namely "to check Soviet expansion in Europe."(Ibid.) Even the cruise missile debate of the early 1980s has not diverted the alliance from this goal. The authors assert the essential validity and endurance of the Alliance concerning the defense in Europe, while questioning its effectiveness on the global scale:

"Increasingly unable to act as a unit in local conflicts in Africa, Asia, the Middles East, or Central America because of different perceptions and interests, the Atlantic Alliance, reinforced by a rich network of common cultural and political values, remained a powerful force defending the heartland of Western Civilization."(TB, p.1030)

The last paragraphs in Western Society entitled "The Future in Perspective" sum up several points made previously in the chapter and further address the future of Western civilization. The authors, however, refuse to examine the prospect of Western civilization or make predictions. Likewise, the authors dismiss the notion of inevitable progress or impending disaster. Concerning the nuclear arms race, the text takes comfort in NATO efforts of arms reduction and "the recent revival of the antinuclear movement [which] has drawn broad popular support and enlisted creditable mainstream leaders, such as Catholic bishops in the United States and Protestant clergy in West Germany."(TB, p.1042)

The student is encouraged to use the Western heritage as an inspiration. The authors compare Western civilization to a procession whose path through the ages has not always been smooth, and who has "done terrible things." (TB, p.1042) At the same time, in the final analogy the West is likened to a card player "who has been dealt many good cards."(Ibid.)

"One thinks, for example, of the Christian Democrats, the moderate Catholic party, which emerged after World War Two to play such an important role in the western European renaissance. Or one thinks of the dismantling of colonial empires, which was a victory of Western ideals of liberty and nationhood as well as a defeat of Western imperialism. We hold a good hand."(Ibid.)

The authors are therefore moderately optimistic and encourage the students to make their own projections based on the study of Western history as "their projections will probably be as good as those of the futurologists."(Ibid.)

Context and Accuracy - The text provides an excellent presentation of Western civilization. As pointed out before, the authors have covered certain periods in history more extensively than other textbooks analyzed in the survey. The most marked difference, however, concerns the infusion of social history in the text. The story of the traditionally invisible groups - such as women and serfs - is not merely added on, but also influences the general outlook on Western society as a whole.

From the perspective of a slave, the legacy of Greece and the Roman Empire assumes a different value. By the same token, the Roman entry into Judea was disastrous for the Jews. This makes lavish admiration of the Roman's contribution of laws and government difficult. Likewise from the perspective of a serf in the Middle Ages (or a woman suspected of witchcraft), medieval society held few pleasures. The list of qualifications could be extended as follows: Renaissance society witnessed a revival of the slave trade in Europe and British constitutional development did not extend to the Irish, etc. Suffice it to note that Western Society provides a more complete and balanced account of Western civilization because it also presents the "other", less known, and at times less "grand" story. Thus, the student is able to evaluate the Western tradition in its entirety without undue glorification.

There are no "model states", but rather nations which have, for a variety of reasons, embarked on a different path. This approach does not lead to moral relativism but to a more nuanced and detailed historical inquiry. With the help of social geography, historical events are clearly embedded in context. The text often goes beyond the mere description of a particular historical phenomenon but tries to find reasons for the specific development.

The incorporation of geography is also noticeable in the discussion of ancient Greece and the Germanic tribes. Prior to the presentation of the Greek achievements, for example, the text explores the geographical factors that shaped the Greek experience. Concerning Germanic society, Western Society stresses the relevance of the physical surroundings which tended to keep the tribes isolated. In a related example, the text traces the political outlook of Brandenburg-Prussia back to its geographic position and its experience in the Thirty-Years-War asserting that it is no accident that constitutional governments were only installed in England and Holland.

The authors, however, have missed an opportunity to discuss further the impact of Germany's geographic position in the middle of Europe. In addition, the authors have failed to make a distinction between Germany as a geographical entity and Germany as a political entity. Germany as a political entity did not exist in the Middle Ages, and it is more accurate to refer to the geographic entity as German lands or as the Holy Roman Empire.

The presentation of German unification, the emphasis on Bismarck's constitutional maneuvers and his political paralyzation of the liberals, however, is impressive. To be sure, Bismarck did achieve unity by "blood and iron" under the leadership of Prussia via the wars against Austria and, later, France. The subordination of Parliament, and by implication the subordination of the liberal tradition in favor of nationalist policy, however, was a significant development in this process which in other texts is insufficiently documented.

Concerning Nazi Germany the authors have focused less on Hitler's personal development and more on the climate in which his racial theories were shaped and gained support. Recent Holocaust research has emphasized that the overimportance given to Hitler's personality tends to obscure the other facets of the Holocaust such as the function of racism and anti-semitism, German responsibility for the Holocaust, and the experience of the Holocaust for the victims.[1]

The objective and somber stand of the authors towards American policies and American Presidents is noteworthy. World Society portrays the United States as a country with legitimate foreign policy interests which, at times, conflict with the equally legitimate interests of other nations. In the portrayal of transatlantic disagreements the text describes the point-of-view of both parties in the context of the time.

Slants and Biases - Generally, the text has avoided biased statements and shown no particular national preference. Instead, historical episodes are described in detail, embedded in context, and evenly presented (see above). Concerning German history, the text does not promote a view that delineates the German path in a pre-ordained direction.

The authors also do not entertain an exaggerated view of what the Atlantic Alliance can achieve. Instead, the text pays tribute to the different national interests of its member states and, therefore, the occasionally different perceptions of reality. The "we" versus "them" attitude which can be found in other texts, is avoided.

The approach of the authors toward Western civilization is best expressed in their epilogue. Western society is dynamic and in constant change, and therefore Western tradition continues to be shaped. This perception of Western society is embracing rather than excluding. For the authors the question is, thus, not whether Western civilization is dead or has adjudicated its right to exert political and cultural influence, but **how** this influence is exerted in the present. The following evaluation of the conflict between the First and the Third World is indicative of the text's "realistic" yet "embracing" approach :

"..a global class war between rich and poor appears unlikely in the foreseeable future. A more reasonable expectation is continuing pressure to reduce international economic differences through taxation and welfare measures, as has already occurred domestically in the wealthy nations...for the wealthy nations generally realize that an exclusively Western viewpoint on global issues is unrealistic and self-defeating. The true legacy of Western imperialism is one small world."(TB, p.1042)

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[1] See Ruth Firer, "Israel," in The Treatment of the Holocaust. ed. Randolph Braham, pp. 193-207.

This confidence in the enlightened Western mind may seem exaggerated; and one can also question whether a formerly colonized state would agree with the authors' assessment of the true legacy of imperialism. Western Society, to be sure, presents the Western civilization from a Western perspective, albeit by incorporation of social history. In this strict sense, a bias appears unavoidable.

C. 3. 3. Civilization, Third Edition by T.Walter Wallbank, Alastair M. Taylor, Nels M. Bailkey (Glenview, Illinois: Scott, Foresman and Company, 1967), 856 pages. Referred to as Civilization.

Introduction: The pupil's edition of Civilization features a "Preface," "Notes to the Student," and, a "Prologue." In the Preface Wallbank et al. assert that planning for the textbook began well before World War II. Assertedly, the first edition of Civilization, published in 1942, represented the first text that "dealt not merely with political history but with all facets...of world culture, and that treated the history of man not as a European experience nor as a Western experience, but as a global experience."(TB, Preface) While indeed the inclusion of non-Western civilization in a text of the 1960s may have been unique, the "high" coverage of the Western experience in the text still shows the essential "Western" orientation of the text (see also coverage).

The historical method is outlined in the "Prologue." In addition, the authors assert the historian's task to provide accurate accounts and interpretations of history. As indicated in the title of the text, the authors have applied a cultural approach to history. It is asserted that a universal cultural pattern, based upon an unchanging set of fundamental human needs, underlies all cultures. Within this pattern emphasis may be placed on certain needs but the needs, as such, are identical in every culture. These "needs" are defined as economic, social, political, educational, religious, scientific and artistic.(TB, pp.1-6)

Basically, the study of history is presented as an exciting and rewarding enterprise and although time is "out of joint" (TB p.6), the authors assure that there is no time for defeatism. "History teaches us that man has never yet given up the struggle for survival and the betterment of life." (Ibid.)

Mode of Presentation - Civilization by Wallbank et al. has retained some of the features which are characteristic of textbooks published in the 1950s and 1960s.[1] There are no fancy features or elaborate pedagogical aids to assist student recall. Visual aids, furthermore, are infrequent and do not constitute a major part of the available space. The focus is clearly on the text itself. Interchapters, however, provide brief introductions to the material covered in the respective unit. Furthermore, every chapter features a short chapter introduction which outlines the content and puts the period into perspective. In addition, chronological charts facilitate student orientation in time and location. Each chapter includes an annotated bibliography.

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[1] For the evolution of history schoolbooks in the twentieth century see: Frances FitzGerald, America Revised (Boston: Little, Brown and Company, 1979).

Content Elements (Units)	Total Pages		W-European Coverage			German Coverage	
Timelines		within total cov.	total pages	within W.-E. cov.	within total cov.	total pages	within German cov.
1. **Ancient Civilization:** **Near East** **Aegean Civilization** **Roman World** **Ancient India and China** 2,000,000 B.C.- 100 A.D.	100	(6.7%)	53	(10%)	(0.04%)	.25	(0.2%)
2. **Middle Ages:** **Rise of Christianity and Fall of Rome** **Rise and Fall of the Carolinian Empire** **The Byzantine Empire** **The Crusades and Rise of Towns** **European Political History** **Faith, Thought, and Art in Medieval Europe** 100-1400	128	(12.7%)	100	(18.9%)	(3.3%)	17.5	(20%)
3. **Transition to Modern Times:** **Religion and Politics** **The Renaissance** **The Protestant and the Catholic Reformation** **Power Politics and New Diplomacy** **The Far East** **Exploration and Colonization** 1200-1600	142	(13.8%)	109	(20.6%)	(2.2%)	11.5	(13.2%)
4. **Charting the Present:** **Science, Thought, and the Arts in the Age of Reason** **Absolutism and Politics of Power** **Revolutions in the Western World** 1600-1825	82	(9.9%)	78	(14.9%)	(2%)	10.5	(12%)

Content Elements	Total Pages	W-European Coverage			German Coverage		
Timelines		within total cov.	total pages	within W.-E. cov.	within total cov.	total pages	within German cov.
5. Europe's Century: **1st Industrial Revolution** **Reaction and Revolution: 1815-1850** **The Politics of Power: 1870-1890** **The Course of European Politics** **2nd Industrial Revolution** 1750-1914	124	(15.2%)	124	(22.7%)	(4.1%)	21.5	(24.6%)
6. The West Dormant: **The United States, The British Dominions, and the Latin America** **European Imperialism** 1650-1914	48		-			-	
7. The World Adrift: **WWI and Aftermath** **Political Scene 1918-1930** **Africa, the Middle East, and India, China and Japan** **Depression and WWII 1930-1945** 1914-1945	100	(7.6%)	60	(11.4%)	(4.3%)	23	(26.3%)
8. The Changing World: **World Since 1945** **Some Basic Issues and Challenges of the Contemporary World** 1945-1967	54	(1.2%)	9	(1.7%)	(0.6%)	3.25	(3.7%)
	788	(67.1%)	529	(100%)	(16.5%)	87.5	(100%)

The narrative is dynamic and makes for exciting reading. The authors have not avoided complex sentence structures and often use connectors to ease contextual understanding. In the narration, the vivid description of events is often achieved by the use of strong verbs and metaphorical language. Likewise, the authors have made extensive use of stylistic flourishes. In the historical narrative people "refused to knuckle under"(TB p.715) or "the labour force...was eking out an existence on the dole."(TB p.680) Countries are said to have "periods of glory"(TB, p.677) and sometimes "brigades of American marines cover themselves with glory," when other "armies are bled white from fruitless offenses."(TB, p.650) These are only a few examples from a text which frequently employs images to convey the drama of history as well as the triumph of man in times of crisis.

Coverage - The extensive coverage of Western European civilization suggests a textbook on Western society and not a text on world civilization. As the quantitative analysis demonstrates, almost 7[illegible] percent of the total text is devoted to the history of Western Europe. Although the preface of the 1967 edition announced enlarged and improved treatment of African and Asian history, the ratio of coverage is still indicative of European predominance.

Within the spectrum of European history, epochs are presented in differing length and depth. The period from 1750 to 1914 - covering the first and second industrial revolutions, as well as the making of nations - is the most thoroughly covered time segment. In purely quantitative terms, i.e., ratio of reporting to time covered, however, the three decades from 1914-1945 receive the greatest attention. Acknowledging the extensive coverage of the period from 1914 to 1929, the text affirms that "it is difficult to find another period in modern times filled with so many significant events."(TB p. 664) While the text presents every century in European history, the textbook authors' preference for certain segments in world history is obvious. Unlike the majority of the newer world history textbooks that were surveyed, the text does not suggest the existence of a historical checklist. The authors, moreover, make their preferences known and provide their rationale.

Civilization starts with the civilizations of the ancient Near East and proceeds swiftly to the Aegean civilization: the Hellenic and Hellenistic Ages. As announced in the prologue, the authors provide an in-depth account of Greek civilization including insights into the geographic setting of the city-states. Furthermore, the text illuminates the six "needs" outlined above, and provides an interpretation of the Greek character. The authors' admiration for the Greek achievements expresses itself in the following assessment of the Greek "secret":

"The secret lies in the originality with which the Greeks met every situation. Free of Near Eastern superstitions and traditions, they examined each problem in a spirit of critical inquiry and sought for an explanation that accorded with the natural world rather than supernatural law. Thus their view of life, something entirely new in the world's history, tended to be secular rather than religious, rational instead of credulous."(TB, p.63)

The text proceeds to the Roman world which is described in terms of conquest and democratization of government. In Rome, as the authors assert, the development of law and political theory attests to the existence of a democratic tradition in the Mediterranean. Today's concepts of the sovereignty of the people and of the supremacy of the law reportedly emerged in the Roman world. Civilization, notes, however, that compared to the Greeks, the Romans lacked brilliance and creativity.(TB, pp.64-88)

Medieval Europe is exemplified by the role of the Church which provided political stability and became the focus of medieval intellectual life. The Germanic tribes, civilized by the Roman influence and christianized by the church, assumed an ever greater role in central Europe. Civilization describes Germanic customs and legal practices in depth as "they influenced the institutions of later western civilization."(TB, p.131) Moreover, the authors assert:

"From the time of the fall of Rome, then, the three elements which, interwoven, were to create the pattern of western civilization in the Middle Ages were already coexisting. Greco-Roman culture, the Christian Church, and German tribal organization. Here, in a sense, were the mind, spirit, and muscle which were to work together in western man during the next thousand years."(TB, p.136)

The text claims that Charlemagne brought order to the lawless center and initiated a revival of the education and the arts. Yet he is also credited with having laid the foundation for the fateful alliance between the Franks and papacy which reportedly "paved the way for the Holy Roman Empire. It contained the germs of the bitter struggle waged between the temporal and spiritual powers of western Europe."(TB, p.143) The authors thus have placed the conflict between the papacy and the German emperor in the context of medieval thought.

The presentation of Western Europe in the late Middle Ages revolves around the founding of the national state in France and England as compared to the continued fragmentation of political power in the Italian and German principalities and city states. In both nations, noble factions, unrestrained by any supreme power, fought one another and successfully prevented the emergence of a national state.(TB, p.218) By preventing the rise of centralized royal power, rival noble factions, in Italy, as well as in Germany, therefore perpetuated political fragmentation in the aftermath of the "Investiture Struggle."(Ibid.) In the text the story of German national unity unfolds as a continuum of missed opportunities. The Protestant Reformation and the Thirty-Years-War, as the authors assert, further prevented the creation of central authority in Germany. France and Britain, on the other hand, established a strong national state by a series of policies and events. Louis XIV's rule exemplified the concept of absolutism, while the English experience and the Magna Carta embody constitutionalism.(TB, pp.291-428)

Initially, Civilization compares the rise of the Hohenzollern to the rise of Russia. However, "History has scarcely a parallel example of the manner in which one royal house, the Hohenzollern, expanded its territory and exalted its power by fair means or foul."(TB, p.432) Due to a "superb fighting machine" and "Machiavellian diplomacy," Prussia reportedly was able to extend its power beyond its borders and become a formidable player in the arena of European politics. Interestingly, in the characterization of Frederick William the First, the authors identify

Frederick William as the first "Führer" in German history.(TB, p.434)

The French Revolution is comprehensively discussed against the background of a multitude of factors which initiated the American Revolution, climaxed in the French Revolution, and were temporarily contained at the Congress of Vienna in 1815. The authors consider the French Revolution as the watershed in European politics as it unleashed the forces of nationalism, democracy, and a laissez-faire economy.(TB, pp.440-466)

With few exceptions, the authors have avoided mono-causal reasoning and present a variety of factors to account for complex phenomena. Consequently, Wallmann et al. interpret the failure of the revolutionaries at the Frankfurt Assembly in the following fashion:

"The explanation for this failure is complex, but three factors of special importance should be singled out. The first was the inexperience and lack of realism of popular leaders. There was too much discussion and too little planning. Secondly, the force of nationalism, so powerful an enemy of autocracy at the outset, soon showed itself to be a selfish and exclusive movement that set the various liberated nationalities to quarelling among themselves. Thirdly, the development of class consciousness put the middle class and the proletariat at odds. Looking back from the perspective of a little more than a hundred years, we can now see that the failure of the democratic movement in Europe in 1848 was one of the most decisive happenings in modern history."(TB, p. 521)

As the above quote demonstrates, Civilization, not unlike other texts in this analysis, emphasizes the impact of 1848 as a lost opportunity for the middle classes in Germany as well as in Italy. The first unification of Germany, instead, as the text claims, was achieved under the leadership of Prussia which marks the "triumph of blood and iron in Germany."(TB, p.527) The triumph of the "blood and iron" policy assumes an ominous ring in the text; this apprehension is later confirmed in the presentation of the World Wars and the German role in these conflicts.

Before addressing these global conflicts, the authors debate European imperialism from 1650 to 1914. The introduction opens with the famous quote by Rudyard Kipling who coined the phrase of the "White Man's burden." Although Wallbank et al. acknowledge that colonial rule has been excoriated for its denial of freedom and self-determination, the authors nevertheless emphasize the positive influences of imperialism. In short: a rationale beyond the "White Man's burden" is largely accepted (see also slants and biases).

Western intellectual and social dominance, as the text asserts, reached its peak in the period from 1871 to 1914, while the outbreak of the First World War stopped "the onward march of western civilization."(TB, p.644) The complexities leading to the outbreak of the war are shown to make determination of a single perpetrator difficult. Moreover, the authors assert the doctrine of "survival of the fittest," i.e., the prevailing international anarchy, as the root cause of the war.(TB, pp.565,590)

As the text addresses the history of ideas, there is less emphasis on economic factors. The Great

Depression, for example, is less extensively treated and serves more as a background factor in the general disillusionment pervading Western Europe. The authors present briefly on one page the problems of the Weimar Republic and immediately turn to the rise of Adolf Hitler and the Nazi party. The malaise of the Weimar Republic is described in mostly psychological and political terms. The election of Hindenburg, a war hero, in 1925 attests to the "resurgence of nationalistic feelings."(TB, p.676)

Adolf Hitler's biography is shortly presented next to a subsection on the basic tenets of "Nazi philosophy." Hitler's appeal, as suggested in Civilization, arose from the resentment among Germans towards the Treaty of Versailles which Hitler spurned and then successfully exploited for his political objectives.(TB, pp.676-678) The final blow was dealt to the Weimar Republic, according to Wallbank et al., by the Great Depression. However, just as the authors had asserted the inevitability of WWI, the breakdown of the Weimar Republic appears pre-ordained (see context and accuracy). Every Western country, however, suffered political instability; democracies all over Europe were in a state of crisis.

The persecution of the Jews is assigned solely to Adolf Hitler. Civilization asserts the victimization, and later destruction, of the Jews as part of "Hitler's program."(TB, p.715) Likewise, the Second World War is termed "Hitler's war."(TB, p.726) Germany is described as having fallen into a state of "near psychosis."(Ibid.) When German Protestants, however, led by Pastor Niemoeller, resisted the subordination of the church to the state, their movement was crushed.

"In 1938 Niemoeller was placed in a concentration camp. Hitler's regime also used strong pressure to force German Catholics to accept its control, but despite widespread persecution they refused to knuckle under."(Ibid.)

Civilization is the only text which has identified a member of the German resistance by name and thus personalized the movement. There is, however, no account of Jewish resistance. Moreover, the Jews are described as passive objects in the destructive machine set up by Hitler. The text also does not use (or identify) the terms "Holocaust" and "Genocide." Although the text's index refers to anti-semitism with the account on the persecution and destruction of the Jews, the authors do not establish a link between anti-semitism and the Holocaust. The true dimension of the persecution and destruction of "unwanted" groups is not revealed in the text until V-day, when Allied troops advanced through Germany:

"they uncovered the secret hell of Nazi inhumanity toward the people Hitler despised. In the concentration camps-Belsen, Buchenwald, Dachau, and others-they found the gas ovens which had destroyed millions of lives, the wasted bodies of slave laborers who had starved to death, and the living dead who had somehow survived torture and the cruel medical experiments to which they had been subjected. Between 1939 and 1945 the Jewish population in Nazi-occupied Europe had decreased from 9,739,200 to 3,505,800; and another 6,000,000 people-Poles, Czechs, Russians, and others-had also fallen victim to Nazi cruelty."(TB, p.737)

This account is accompanied by a gruesome picture of piles of bodies at the Belsen concentration camp.

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The coverage of the period from 1914 to 1945 is comparable to other texts in the category, namely 11.4 percent of Western European coverage. German coverage from 1914 to 1945, however, appears low on a comparative basis, namely 26.3 percent of total German coverage and 4.3 percent of European coverage.

After 1945 Western Europe clearly leaves the centerstage that it had occupied for so long. Developments are largely discussed through the Cold War prism: Western Europe has become part of the free world and the coverage of the individual countries is determined by their participation in the defense of the West against the threat of communism. (It is noteworthy that the third edition of Civilization was written during the height of the Vietnam conflict.) Western European coverage after 1945 decreased to 1.2 percent of the total text; this is equivalent to 1.7 percent for the remaining Western European coverage after 1945.

By 1960, Europe, as the text asserts, "was no longer content to be the liege of America."(TB p.776) Under the leadership of Premier DeGaulle, Western Europe is said to have been eager to assume a greater part in world affairs. European economic cooperation is mentioned in connection with this goal. Yet, after noting Premier DeGaulle's obstructionism and fear of Anglo-American domination, the text is deeply skeptical of European integration (for the attitude vis-a-vis Premier DeGaulle, see also slants and biases). In the epilogue, Western Europe is briefly discussed as a participant (or prize, the lines are blurred) in the war for men's minds, but clearly, Europe is not setting the agenda.

Coverage of the Federal Republic of Germany - Peacemaking after the Second World War was deliberately prolonged in order "to avoid the faults of haste which marked the World War I treaties."(TB, p.747) Wallbank et al. interpret the division of Germany partly as a consequence of Western "determination to create a West Germany which would participate in the Marshall Plan."(Ibid.) This decision also triggered the Berlin Blockade and was subsequently answered by the Western air lift. The Berlin Blockade features prominently in Civilization: West Berlin is identified not only as a symbol of Western resolve but also as a symbol of liberty and free enterprise.(TB, pp.747-748,753,761-762)

Subsequently in the text, West Germany is grouped with the other Western states as a bloc and identified as part of "The Free World." Civilization The authors identify "The United States [as the] leader of the Free World." Britain, on the other hand, receives the subtitle "Political Turnabout in Britain," while France is equated with "Instability in France."(TB, pp.752-758) The subsection heading for West Germany reads "Resurgence in West Germany." The two former chancellors of West Germany, Konrad Adenauer and Ludwig Erhard, are identified as anti-Nazis.

"Former mayor of Cologne and one-time prisoner of the Gestapo, Adenauer was to prove as inflexible a champion for West Germany's recovery and prestige as De Gaulle for neighboring France...Erhard had steered clear of politics before the war. His academic career, however, was hindered because of his hostility to the Nazis...Recognizing his brilliance in economic affairs, the Anglo-American occupation authorities gave him high office in 1948."(TB, pp.758-759)

Thanks to Chancellor Adenauer's efforts, the authors maintain, West Germany has successfully managed the transition from pariah status to a respected member of the Western free world. While Britain and France faced hard times, the Federal Republic is described as economically prosperous and socially content.(Ibid.)

Context - In general the authors have embedded events and complex phenomena in the historical context. Since Civilization has treated European history on 529 pages, it was better able to provide a comprehensive treatment of Western civilization than comparable textbooks. The connection between successful contextual presentation and available space is clearly recognized. The preferred treatment of Western society in the text, however, makes the text vulnerable to the charge of "Eurocentrism" (see slants and biases). Nevertheless, presentation in context was accomplished mainly by complete portrayals of societies, including the presentation of their ideological and social foundations. The pronounced emphasis on ideas is at times achieved by a neglect of economic factors. The more recent findings of social history would have significantly enriched, and added context to, Civilization. Furthermore, by the mere force of the interpretative account of the narrator, at times a sense of context was created that a less forceful narrator would not have achieved.

The strength of the text, namely the emphasis on ideas and beliefs, is noticeable in the treatment of the Holy Roman Empire. Although the final verdict in the text is clearly unfavorable, the authors nevertheless trace back the beginnings of the Holy Roman Empire and discuss the shadowy empire in the spiritual context of medieval Europe. In this context, the Holy Roman Empire appears as a creation of medieval Europe which embodied the ideal of spiritual and political unity. At the same time, this loose organization is not romanticized but, rather, described as having served as a vehicle for expansionist ambition of German nobles. The text also refers to the different royal houses in the Empire by name (such as the Salian house, the Saxon house, the Guelphs, and the Hohenstaufen) and, thus, does not create the misleading notion of a single royal house with hereditary rule.

Presentism is also avoided in the account of political history from 1815 to 1850. Democracy is presented neither as an inevitable force nor as a natural goal of the middle classes. Moreover, the spread of democratic ideals appears as one element in the rash of revolutions in Italy, the Austrian Empire and the Germanies. Additionally, nationalism and romanticism are identified as forces which propelled the revolutions. Generally, the text abstains from single cause-and-effect arguments. Whenever possible an attempt is made to provide various arguments and factors which reportedly contributed to a particular development.

Accuracy - The textbook is the result of a coherent world view. The authors convey a sense that the past can be known and understood -with the probable exception of the concluding chapter which is cautionary but optimistic. Wallbank et al. frequently offer an interpretation of historical forces and events. At times, however, the text appears over-subtle as the following example, concerning Frederick the First's advancement from elector to king, demonstrates:

"The exact wording of Frederick's new title was a ticklish problem. The title 'king of Brandenburg' would involve difficulties of precedence and status with other states in the empire; "king of Prussia" would not do either, because Poland was sovereign over part of this territory - West Prussia. It was agreed, therefore, that the title should be 'king in Prussia.'"(TB, p.433)

While this meticulous treatment of Frederick's title is worthy of an historian, it lacks significance and may appear as an oddity to the student. The space would have been better employed for the reporting of post-1945 Europe which is neglected in Civilization.

The authors, however, have devoted a subsection on French policy in the 1960s, and, in particular, Premier DeGaulle's decision to withdraw from the integrated command of the North Atlantic Treaty Organization (NATO). In March 1966, Premier DeGaulle reportedly announced that,

"the Western European countries had now restored their economies and recovered their strength; the nuclear balance between the U.S.S.R. and the United States had shifted the center of international crisis, notably to Asia; and consequently the organization of NATO no longer corresponded to what was required."(TB, p.789)

Civilization takes a dim view of DeGaulle's decision to leave NATO. Moreover, the authors present DeGaulle's reasoning as narrow nationalist thinking. The text fails to note that France, in the wake of America's commitment in Vietnam, was worried about a diminished American commitment to European security. The authors instead assure:

"Highly placed officials in Washington viewed with publicly restrained apprehension this divisive challenge within the Free World's ranks, and former Secretary of State Dean Acheson lamented what in his view could be a tragic reversal of an historic opportunity to create a united Europe that had been torn by wars and rivalries for a thousand years. On the other hand, France's neighbors appeared alert to the risks of following DeGaulle down the road of romantic but potentially ruinous national aggrandizement."(TB, p. 789)

France's neighbor at the time who refused to follow the French lead was West Germany.

Chancellor Erhard's government voiced strong disagreement with the French move.[2]

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Although the text does not provide inaccurate information, the authors have established bias through the facts and developments that are excluded. The history of slavery in Europe remains untold. Likewise the legacy of anti-semitism in Europe is only briefly mentioned in the chapter on Social Darwinism. Western man is the measure of civilization, and, as Western man is retreating on the global stage, the authors have provided an unduly gloomy outlook of the future. It is noted in the text that the First World War halted Western dominance, and the text implies that this retreat has never been reversed. WWI, rather than the Second World War or the Holocaust, appears as the final verdict on Western civilization.

Slants and Biases - In accordance with the text's preference for drama, and usage of many adjectives, national "characters" are often described in vivid language. The Greek character, for example, is described as follows:

"The Greek character was one of energy and bold experimentation tempered by the exercise of reason and clear judgement...at their best they were guided by the ideals that permeate their religious, intellectual, and artistic legacy."(TB pp.50-51)..."What is it about Greece that leads us to speak so admiringly? The secret lies in the originality with which the Greeks met every situation. Free of Near Eastern superstitions and traditions, they examined each problem in a spirit of critical inquiry...This clear-cut straightforward approach to life may have been the most lasting contribution of the Greeks to human history."(TB p. 63)

This evaluation of the Greek character is indicative of the authors' humanist-Hellenistic outlook. World history and civilization are firmly anchored in Europe. The Roman achievement may not have been as significant, however, they preserved the Greek legacy and:

"they excelled in political theory, governmental administration and jurisprudence. Their essentially conservative and judicious attitude of the mind compensated for their lack of creativity...The Pax Romana could have been fashioned only by a people grave in nature, mature in judgement, and aware of responsibilities."(TB p.88)

The portrait of the Germanic character is somewhat ambiguous, but the contribution of the tribes to Western civilization is not in doubt. While the Germanic tribes are characterized as "restless bands of fierce barbarians"(TB p.131) pressing against the Roman frontiers, they are said to "have admired Roman civilization and continued to assimilate it."(TB p.136) As the Romans have preserved, synthesized, and spread the Greek legacy, the Germanic tribes have furthermore disseminated the Greco-Roman legacy and also added "muscle." The notion of the German muscle, strength and energy recurs in the text. The eastward surge of the German people is compared to "the westward movement from the Alleghenies to the Pacific."(TB p.216) To further this comparison, the historian J.P.Thompson is quoted at length:

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[2] Bark and Gress, Democracy and Its Discontents, 1963-1988, p.46.

"What the New West meant to young America...the new East meant to medieval Germany. Each region beckoned the pioneer, the young and lusty of every generation, who sought for cheap lands and new freedom in the wilderness."(TB, p.216)

While the authors, on the one hand, characterize the German eastward expansion as "the greatest achievement of the German people"(TB p.216), the authors also state matter-of-factly that: "On many occasions groups of Slavs were exterminated by the Germans, who then took over the empty land, cleared and drained it, and built prosperous villages."(TB, p.260)

The idea that strong nations expand and carry their culture to other parts of the world also permeates the presentation of the colonial drive of the Europeans. European overseas expansion is rationalized by the achieved cultural diffusion. The high level of appreciation of Western culture appears to dim the authors' view on cultural imperialism.

"Western nations have constructed roads, government buildings, postal and telegraph systems, and great dams, and their businessmen have dug mines, tapped oil fields, and established plantations. With the end of imperial control, many of these improvements remain, performing invaluable functions. And it may be added that these underdeveloped areas...still require the capital and technology of more developed nations...The West brought dynamic ideas of progress, nationalism, efficient and honest administration...missionary work undoubtedly contributed to both the spiritual and the physical betterment of humanity in the undeveloped regions of the world."(TB, p.638)

On the basis of this interpretation of European imperialism, it is no coincidence that Wallbank et al. failed to tell the less flattering story of European slavery. Again, it should be noted that Civilization represents an older textbook and it is suggested that the above-quoted assessment is unlikely to be found in a more recent text.

As already mentioned Civilization frequently engages in characterizations of peoples and their leaders. In the case of Germany the leaders and its people are described as backward looking and believers in the imperial tradition. The religious revolt under the leadership of Martin Luther is no exception but further confirms this characterization.

"It is not surprising that this figure [Luther] arose in Germany, a country newly touched by the Renaissance, geographically removed from Rome, and the home of an earnest and pious people...Whereas in Italy familiarity bred a tolerance and rationalization of the papal corruption, the Germans fiercely resented papal abuses and expected practice and theory to coincide."(TB, p.292)

Comparing the Germans to the French, the former are "prolific" (TB p.548) and "were taught to serve the state unquestioningly (TB p.551). This tradition was allegedly founded by Frederick William I, who:

"has well been dubbed the "Potsdam Führer", for it was through this ruler, with his maxims of "order, discipline, and work" and "Salvation belongs to the Lord, everything else is my business," that Germany developed its tradition of subordination to the state and blind confidence in the military point of view." (TB p.434)

Implied in the text is the notion that, beginning with the Prussian leadership, Germany was set on the wrong track. The description of West Germany is not free of suspicion. Chancellor Adenauer is likened to Bismarck but "in the service of the West."(TB p.758) The outlook on the West German political future is guardedly optimistic:

"central to the peace and stability of Western Europe is how firmly democratic institutions have taken root in West Germany. While there have been some isolated instances of anti-Semitism and Neo-Nazism, they have been relatively minor in scope and influence. It is true that one finds relatively little enthusiasm and fervency for democracy in the abstract but the people like its achievements. As elections come and go democracy is becoming a habit; the hope is that it will grow into a tradition."(TB, p.759)

Such outspoken doubt is a rare find in more current accounts on the Federal Republic. Again, it is noted that the third edition of Civilization was published in 1967 and may be reflective of then prevalent mood vis-a-vis West Germany. An even stronger influence of the time makes itself felt in the treatment of General DeGaulle who is portrayed, at best, as an irresponsible, French chauvinist and, at worst, as the destroyer of European unity and NATO.

"While problems and tensions would have existed in the Free World, no matter what statesmen were in power, it has been mainly the personality of General Charles De Gaulle that has triggered most of the suspicions and frustrations. It has been said that this proud nationalist, so obsessed with the glory of France, has made his country "a dog in the manger of Brussels [where Britain was excluded from the E.E.C.], a lion in the path of NATO, and something of a rogue elephant in the Far East." As a statesman...he is a supreme nationalist."(TB, p.777)

The authors often start out unfavorable characterizations or slurs with the key phrase "it has been said that." Nevertheless, the expressed misgivings towards Premier DeGaulle are largely due to DeGaulle's ambition to replace American leadership in Europe with French leadership which he planned to achieve via the creation of a third, European force.

In a comparative description of national characters as they emerge in the text, the following characterizations were found: the French are "individualistic," Spaniards "a proud and gallant people," the English "wily," the Americans "idealistic," and the Germans "prolific, earnest, pious with a tradition." Generally, these crude stereotypical characterizations are not used to create hostile (or even friendly) national images, but serve as a means to explain political behavior.

Conclusion

The presentation of Western Europe in the Western civilization texts investigated unveils common features and assumptions which allow for a number of generalizations. At the outset, the expectation of high quantitative coverage of Western Europe in this text category was confirmed: on average, quantitative coverage reached well beyond the 70 percent mark. Yet, the trend of dramatically decreased post-1945 coverage that was detected previously in the world history texts is also noticeable in Western civilization texts. As noted before, this trend is partly due to decolonization and, in its wake, the emergence of new states; yet it may also reflect the authors' perception of Europe's declined status after World War II, particularly during the Cold War. The historical account after 1945 primarily follows the path of American domestic and foreign policy. Western civilization in all texts is synonymous with a certain mindset that developed geographically in Europe but is indebted to the ancient Near Eastern civilizations. The Egyptians are identified as a part of Near Eastern civilization and not as an African civilization. The texts, however, differ in their evaluation of the Near Eastern contribution. Likewise, they differ in their evaluation of the Hebrews as one source of the Western tradition. On the other hand, there is a common assumption that Western civilization is not geographically confined to Western Europe, but influences people around the globe.

Each text asserts the ideological-cultural orientation of the United States as decidedly Western. The textbook which is most influenced by the Cold War, i.e., Civilization, uses the terms "the West" and "the Free World" interchangeably. In the other two texts, the authors either address the student with "we in the West" or identify young Americans as the representatives of the Western people. Generally, the authors attempt to instill a sense of pride into the ideals of Western civilization, which are identified as freedom and the autonomy of reason. [Freedom, in the texts means freedom from control: self-government, free enterprise, freedom of religion, free speech, liberalism, individualism etc. There is less common ground regarding the definition of "reason."]

The experience of the Holocaust in Europe, however, contradicts the stated ideals of the West. Western Civilization has approached this problem by treating Germany as an aberration and, thus, an outcast in Europe. Due to its history of political fragmentation and military oppression, Germany allegedly does not belong in the Western camp proper. This text implies a direct line from the militaristic outlook of the Germanic tribes to the German emperors' Italian policies (read:conquests) to the Third Reich with its expansionist militaristic thrust. This continuity in conceptualization is not broken by the creation of the Federal Republic of Germany. The past values that constituted the main support of authority in Germany still appear to exist in the West Germany that is described by Perry et al. The text presents an image of young Germans as escapist romantics who, like their elders, do not face up to their past.

Reporting on European unity in Western Civilization focuses on economic issues. Politically, Sir Winston Churchill is credited with having revived the idea of a United States of Europe. Chancellor Adenauer's support for the EEC was assertedly motivated by the need to build confidence in the Federal Republic of Germany. With the notable exception of Premier DeGaulle who vetoed the first British EEC membership application, there is no mention of specific French leaders in connection with the creation of the ECSC or the EEC. The authors describe the European Community as a vehicle to assert Western Europe's global role. In the concluding statement to the student, Perry et al. also express particular alarm at the growing indebtness of the United States to the (West) Germans and to the Japanese. Generally, the outlook for the West (including Western Europe) is bleak, as the authors see the cultural security of the West undermined by belligerence and the influx of foreign, non-Western ways.

Western Society, on the other hand, claims a "Western European Renaissance" after World War II. This resurgence of Western Europe is asserted economically - as evidenced in the "economic miracle"- and politically as Western European governments revitalized their political leadership with "new" leaders. These new leaders were drawn from the pool of anti-nazis: progressive catholics who were prominent in the political recovery of the Federal Republic of Germany, and socialists and communists who opted for social change, particularly in France and Italy. Although the Marshall Plan is described as having been instrumental for European recovery, the text's focus is clearly on the dynamics within Western Europe. Western Europe emerges as a dynamic, ever changing continent which has not only achieved a certain measure of economic success, but which has also embarked irrevocably on the path of democracy.

This image of Western Europe today is based on the text's perception of an enlightened and purified Europe which has shed a narrow, exaggerated nationalism. The French Premier DeGaulle is identified as the last war-time heavyweight with a romantic nationalist view. Concerning the Federal Republic of Germany, the break with the past is most strongly asserted with the victory of Willy Brandt in 1969. He is singled out as the new type of political leader in West German politics who defied German conventions and whose political victory signifies West Germany's political tolerance and liberalism. With regard to foreign policy, McKay et al. favorably stress Chancellor Brandt's peace and reconciliation policy towards the Soviet Union and Eastern Europe. With his Eastern policy, Brandt has reportedly done what Adenauer previously had started in the West, namely resolved the German question. Although the authors avoid the presentation of Western civilization as a story of "great men,"[1] the emphasis on "able" leadership in the case of Germany is based on a historical perspective that accords high significance to the freedom of individuals to determine the course of history. It will be argued later, in the comparison with another text, that this reliance on individuals to determine the fate of a country is also noticeable in other texts.

Nevertheless, the favorable presentation of the Federal Republic of Germany in Western Society, as compared to the portrait that emerges in Western Civilization, is mainly due to the text's recognition of a liberal and humanist-socialist tradition in Germany which became the basis of the new West Germany. In the account of Western Society, German history does not appear doomed from the outset. Moreover, the German historical development, from the early

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[1] See concluding statement for the world history texts.

Germanic tribes to the present, is described in context and presented with its many contradictions. The blow that Nazism dealt to Western civilization is described on the basis of "Hitler's evil genius," extreme nationalism and racism. The "final solution of the Jewish question" is discussed as part of Hitler's new order. Although Kay et al. mention briefly German resistance in Nazi Germany, there is no reporting on specific Jewish, or German-Jewish resistance, irrespective of its effectiveness. The inclusion of references to German resistance would indeed not diminish Germany's responsibility for the Holocaust but accord a more complete portrayal of the events. At the same time, the presentation of the Holocaust suffers from a "German-centered" view, little information is provided on Jewish institutions and life in the Third Reich.

Western Society has taken a "new" approach to Western civilization. Mainly due to the infusion of social history, the authors achieve a more balanced presentation and, as a result, an undue glorification of European civilization or individual European countries is avoided. Instead of assigning country-specific roles, the authors have shown links and dependencies between European countries as well as global relationships. Likewise, the authors have not tried to make amends, but present Western imperialism as being part of the Western heritage.

Civilization by Wallbank et al. clearly belongs to the type of textbook that is slowly disappearing. As stated in the introduction, the inclusion of an older text in the analysis sharpens the view on current texts: trends in reporting and changing patterns in the mode of presentation. Published in 1967, Civilization features few visual aids, an unattractive cover, and lacks elaborate pedagogical aids. The strong reliance on text as the carrier of information makes this book stand out in the analysis. Another striking difference concerns the defense of the "white man's burden" which, at least in this crude form, is unthinkable in a more recent textbook. Similarly, the high degree of Western European coverage found in Civilization, qualifies the text as a Western civilization text but not as a world civilization text. These twin phenomena, high quantitative coverage and strong ideological defense of the West vis-a-vis the Third World, reflect the authors' (Western) European preference. It is noteworthy that the text was written at the end of the post-war era in 1967 and the height of the American involvement in Vietnam. Prior to 1945 coverage of the West was synonymous with reporting on European and North American affairs. With the unfolding of the Cold War, however, the West is increasingly represented by the United States.

The strong imprint that the Cold War has left in Civilization is particularly noticeable in the treatment of post-1945 European leaders. There is no tolerance for Gaullist policies and the authors have adopted a stringent point of view regarding the United States' leadership role. Chancellor Adenauer is recommended for being a "Bismarck in the service of democracy" and, in spite of some uneasiness concerning isolated stirrings of neo-nazism in West Germany, the text appears hopeful that democracy has taken root in West Germany. Again, this guarded trust in (West-) German democracy is due to the authors' general impression of the German historical development.

It is noted that Civilization by Wallbank et al. is among the most "candid" texts in this analysis. The authors frequently make use of strong verbs and stylistic flourishes to convey the drama of history as well as the triumph of (Western) man in times of crisis. This stylistic and qualitative treatment also extends to the early Germans who reportedly provided the "muscle" to Western man and whose eastward drive is likened to the westward movement from the Alleghenies to the Pacific. In today's context this statement would need qualification, but in the context of the text itself, it constitutes the recognition of achievement. Moreover, Civilization depicts peoples with "inherent" national traits: the Germans as prolific, earnest, and pious people; the French as individualistic; the Americans as idealistic; and the Spaniards as proud and gallant. This blatant assignment of national traits is uncommon and unlikely to be found in more current, scholarly textbooks on Western civilization.

Regarding the German national development, Civilization implies a German leadership problem. The portrayal of the German political leaders - from Frederick William I who is identified in the text as "the Potsdam Fuehrer" to Adolf Hitler - is indicative of the text's separation between German people and their unscrupulous and evil leaders. Hitler, for example, appears not only as evil perpetrator but also as the executioner in the Third Reich. According to the text, Hitler put the German people in a state of psychosis and the twin events, World War II and the Holocaust, are repeatedly identified as "Hitler's war" and "Hitler's persecution of the Jews." This approach represents the other line of reasoning to explain to the student the underlying cause of the Holocaust and the ruthless ambition of the Third Reich, namely to gain control over as much of the world as possible by whatever means necessary. This separation between aggressive German leaders and basically innocent German people facilitates the conversion of (West) Germany from an enemy into an ally after World War II. Nevertheless, the overimportance given to Hitler's personality tends to obscure the view on those factors that enabled the Nazis to plan and implement the Final Solution.

No text on Western civilization can avoid a discussion of World War II and the Holocaust. It is particularly the latter that throws doubt upon the - at times openly acknowledged, at times subtlety implied - superiority of Western civilization. The analysis has shown that the textbooks have approached this dilemma in different ways. Perry et al. have isolated and excluded Racism and Nazism from the definition of Western civilization. In this view, the German historical development stands outside of the experience of Western civilization. On the basis of the historical account in Western Civilization, Germany belongs ideologically to the East. Perhaps because of the infusion of social history, Western Society by McKay et al. has taken a less admiring look at Western civilization and is therefore less inclined to declare the character of Western achievement as "model." The marked emphasis on the able leadership of post-war (West) Germany, however, in Western Society also suggests a previous German leadership problem that was remedied after 1945.

A comparison of the Western civilization texts versus the world history texts shows, in each instance, a qualitatively superior treatment of the European historical development in the Western civilization category. Considering the amount of space that was available to the authors, it is not surprising that often a more meaningful description of the history and development of Western Europe in context was achieved. In regard to the above outlined different approaches to Western civilization with the treatment of Germany as case study, it is noted that these differences concern distinctive interpretations which attest to changed thought patterns and different historical schools.

In addition, the analyzed texts are either written for college students or college bound students who have taken Western Civilization as an elective in the upper grades. The oversimplifications found in many texts for the lower grades are absent or rare, likewise "presentism" was less often noticeable.

C. 4. American History Textbooks

Introduction

The analysis of American history textbooks follows the familiar pattern: First, the quantitative breakdown of the respective textbook according to the content elements regarding Western Europe and Germany is provided, and followed, in a second step, by the qualitative analysis. Within the qualitative analysis, the criterion "slants and biases" was re-termed "national images and stereotypes" to encompass also the presentation of "positive" stereotypes of peoples. As in some of the other case studies, the criteria "accuracy" and "context" were combined into one category "accuracy and context."

The three texts analyzed vary considerably in focus and therefore allow for a comparative analysis. This comparative analysis, together with concluding remarks, succeeds the case studies. The three textbooks target high school students and qualify as eleventh-grade textbooks. The American Pageant by Thomas A. Bailey and David M. Kennedy is an American "classic" and was first published in 1956. A History of the United States by Daniel Boorstin and Brooks Mather Kelley, can also lay claim to the status of a "classic" in textbook writing despite its more recent origins - it was first published in 1981. Reportedly, The United States, A History of the Republic by James West Davidson and Mark H. Lytle is also widely read and was included in the analysis because it represents a distinctly different "type" of text than the two other American history texts.

The teacher's 1981 edition for The United States, A History of the Republic was initially analyzed by the reviewers. Based on the most recent 1990 edition, a comparative analysis between the older 1981 and the most current 1990 edition was possible and is included at the end of the case study for The United States, A History of the Republic. For the analysis proper, however, the teacher's 1981 edition of the textbook was used.

C. 4. 1. A History of the United States by Daniel J.Boorstin & Brooks Mather Kelley with Ruth Frankel Boorstin (Lexington, Massachusetts: Ginn and Company, 1983), 828 pages. Referred to as A History.

Introduction: The text's explicit goal is to explore "what it means to be an American."(TB, p.1) The authors embrace the concept of America as a melting pot: Europeans are said to have left the "tired Old World," where they knew "quite definitely whether they were English, French or Spanish" but in America "it took time for them to discover that they really were American."(Ibid.) The main stock of America is thus identified to be English, French, and Spanish. The text proposes to explore the distinctive American identity via a study of the features of the American system in the economic, cultural, religious, and political realms.

Mode of Presentation: The text has few special features, every chapter provides a brief introduction and a chapter review at the end. The chapter is organized in subsections, including "section reviews." The larger and more comprehensive chapter review questions explore issues beyond the covered material and invite the students to make comparisons and connections between the past and their own lives. The following headings of the subfeatures are indicative of this direct approach: "Meeting our earlier selves," "Questions for today," "Your region in history," and also "Skills to make your past vivid."

This direct and unequivocal approach is also maintained in the text. The text makes a discernible effort to engage the student emotionally and intellectually. The authors have not attempted to separate themselves from the text, but, instead, they often offer their interpretation of events. At times the text slips into the first person plural, particularly when military involvements are discussed. The language is usually vivid and assertive. In addition, the authors have made extensive use of connectors and stylistic flourishes. Compared to other books in this analysis, A History contains only a few eye-catching visual aids. The illustrations consist of art reproductions, pictures of former Presidents and a multitude of political cartoons.

The atlas section in the appendix contains the following sequence of maps: a political and physical map of North America, a two-page map of Europe, a two-page map of Eurasia, one map of Africa and one map of South America. The document section includes the Declaration of Independence; the Constitution of the United States; a selected list of museums, art galleries, and historic sites; notes on the illustrations in the book; a list of all the Presidents and Vice-Presidents of the United States; and, finally, information concerning the demographic and political makeup of the fifty states of the union.

Coverage: American history (i.e.,"The Making of Americans") begins with Christopher Columbus, who is presented as a determined and adventurous Spaniard. Upon Columbus' discovery of the North American continent, the Spanish built settlements on the new continent and are depicted as the first "pioneers."(TB p.26) The defeat of the Spanish Armada in 1588 reportedly paved the way for the rise of England, and, eventually, for the English colonial

Content Elements (Units) Timelines	Total pages	W.- European coverage			German coverage		
		within total cov.	total pages	within W.-E. cov.	within total cov.	total pages	within German cov.
1. **The making of Americans**	66	(4.2%)	31	(28.9%)	(0.5%)	0.5	(1.5%)
2. **Forming a new nation** 1763 - 1800	70	(2.2%)	16	(14.9%)		-	
3. **One made from many** 1800 - 1840	66	(1.1%)	8	(7.5%)		-	
4. **A nation growing and dividing** 1800 - 1860	70	(0.5%)	4	(3.7%)	(1.4%)	1.5	(4.4%)
5. **The rocky road to union** 1860 - 1890	70		-			-	
6. **The new industrial age** 1865 - 1900	60	(0.3%)	2	(1.9%)		-	
7. **Democratic reforms and world power** 1890 - 1920	64	(2.3%)	17	(15.8%)	(11.2%)	12	(35.3%)
8. **From boom to bust** 1918 - 1932	36	(0.1%)	1	(0.9%)		-	
9. **Depression at home and aggression abroad** 1933 - 1945	78	(2.8%)	21	(19.5%)	(15.8%)	17	(50%)
10. **Postwar problems** 1945 - 1960	60	(0.7%)	5	(4.7%)	(1.9%)	2	(5.9%)
11. **Turbulent times** 1961 - 1974	56	(0.3%)	2	(1.9%)	(0.9%)	1	(2.9%)
12. **The United States looks ahead** 1974 - 1983	43	(-)	0.5	(0.5%)		-	
	739	(14.5%)	107.5	(99.3%)	(31.7%)	34	(100%)

expansion on the new continent. The Virginia colony, "a business enterprise"(TB, p.38), is described, followed by a presentation of the Pilgrims, the Mayflower Compact and, finally, the Puritan concept of the "City upon a hill." The colonial experience of the English settlers is discussed in depth. Other European settlers -French,Dutch and Swedish- are only briefly presented.

Early in the text the authors emphasize that the predominantly English colonists - assertedly 60 percent of all white settlers had come from England - were soon affected by the "challenges of living with Africans, Scots, Scotch-Irish, Irish, Portuguese Jews, Swedes, Finns, Swiss, and even a few Austrians and Italians."(TB, p.47) The German settlers are initially not mentioned but are later negatively contrasted with the Swedish settlers (see also national characterizations and images). Colonial America spans roughly thirty percent of net European coverage and constitutes the largest single block of Western European coverage.

The Declaration of Independence from Britain is explained as a reaction against European interference in the affairs of the new colonies. After the founding of the nation, the Americans "had difficult problems with the three largest nations of western Europe: Great Britain, France and Spain."(TB, p.124) The young nation, assertedly, had to be on her guard against foreign intervention. This apprehension towards European influence expressed itself most vividly in the Monroe Doctrine of 1823, "which was a defiant warning to strong and belligerent European powers."(TB, p.176)

European immigrants, on the other hand, are defined as "America's leading import,"(TB, p.219) and, because of labor shortages, were welcomed in the new nation. Boorstin and Kelley report that political turmoil in the 1820s, 1830s, and 1850s in Western Europe caused mass emigrations to America. The authors contrast, in stark language, European hopelessness with American opportunity. Moreover, the text asserts that political (and economic) events in Ireland and Germany helped the United States to become a world nation.(Ibid.)

After the Civil War and Reconstruction, the United States enters the so-called Gilded Age. Already in 1889 the United States thrusts herself onto the world stage by accepting the joint administration of the Samoan Islands. The joint protectorate (between Britain, the US and Germany) represents, as the text asserts, the first step away from a policy of avoiding entangling alliances.(TB, p.407)

American involvement in the First World War (and later in the Second World War) is discussed within the unit titled "Democratic reforms and world power," and presented, to some extent, as the logical culmination of America's new international interest. The Second World War is described in the context of the Great Depression which not only reshaped American life, but, in its aftermath, also signaled peace-time involvement in Western Europe. German coverage reaches its peak in the presentation of World War I and II. Within the German context, coverage pertaining to Germany from 1914 to 1945 constitutes over eighty percent.

Coverage of the Federal Republic of Germany - Western Europe, including the newly founded Federal Republic of Germany, features less prominently in the postwar years. The Truman Doctrine and the European Recovery Program (a.k.a. Marshall Plan) are briefly described as a two- pronged American strategy: a) to forestall the advance of communism by a policy of containment and b) to advance freedom via economic assistance. Additionally, economic prosperity of European nations provided "new markets for American farms and factories...as European nations became more prosperous, they could buy more of our goods. This in turn would keep our economy booming."(TB, p.587)

Western Europe, as a domestic or foreign concern, disappears from the text until 1961 when the Western presence in West Berlin was again threatened. The American commitment to Western Europe is reiterated, together with President Kennedy's personal commitment to West Berlin, as expressed in his speech in 1963: "I am a Berliner."(TB, p.648) The only post-1945 Western European politician that is considered in the text is Premier Charles DeGaulle. Premier DeGaulle's foreign policy, however, does not find the approval of the authors.

"The proud President of France, Charles DeGaulle, had disliked following the lead of the United States...In January 1963 France vetoed Britain's application to join the Common Market, DeGaulle hoped to create a new power block - a Third Force- led by France, which was building its own nuclear weapons. In 1966 DeGaulle took France out of NATO and ordered American forces to leave the country."(TB, p.652)

With the above exception in mind, the coverage of post-war Europe is mainly from a cooperative perspective. The Berlin Blockade is presented as an example of transatlantic cooperation and commitment, while points of conflict in American-European (-German) relations are underrated. European coverage from 1945 to 1983 (the edition of the textbook under consideration) amounts to 7.5 pages total, roughly seven percent of Western European coverage. The coverage on the Federal Republic of Germany, namely 3 pages, or 2.8 percent of European coverage, concerns mostly World War Two related repercussions, such as the Nuremberg Trials.

Context and Accuracy - The text presents a largely non-conflictual intermingling of European immigrants in the United States. Boorstin and Kelley do not acknowledge xenophobia towards the non-English immigrants, and subsequent unequal treatment, in the context of the European immigration. It should be remembered, however, that German and Irish immigrants were not uniformly welcomed; already in the 1840s and the 1850s American "nativists" rallied against the immigrant "rabble" who threatened to outbreed the old "native" stock.[1] While immigrants were essential to America's rise as a multi-cultural nation, occasional outbursts of xenophobia have accompanied the growth of the American nation. This fact is, however, acknowledged in a different context when discrimination against African-Americans is compared to the immigrants' experience of inequality. The tone of writing assumes a defensive undercurrent.

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[1] The platform of the American "Know-nothing" party made a strong plea for electing only American-born natives, or Americans of Anglo-Saxon stock, to government in preference to naturalized citizens.

"The blacks were not the only Americans whose opportunities had not been equal. Every immigrant group had suffered discrimination when it arrived on these shores...With only a few exceptions, there had been no civil rights laws or constitutional amendments passed to protect them."(TB, p.701)

This comparison is inappropriate. The experience of white immigrants who came ashore voluntarily in search of a better life does not compare to the experience of African- Americans. Moreover, nativist sentiments against the European immigrants need to be discussed in the context of immigration itself and not as an afterthought in a discussion on discrimination against blacks in American society.

In the presentation of the large scale German immigration to the US in the period from 1820 to 1860, Metternich reportedly "organized tyranny in Germany." (TB, p.221) Although Metternich's machinations indeed aimed to keep Germany fragmented through rule of a multitude of monarchs, he did not organize tyranny. Interestingly, this text is the only text of the ones surveyed that explicitly acknowledges that civil war broke out in Germany in 1848 and resulted in a "full-fledged revolution."(TB, p.221)

The text discusses, to some length, the violation of international law in the course of the First World War. The principle of freedom of the seas, namely the rights of neutrals and the rights of warring nations to inspect neutral vessels and seize contraband, are presented in a contextually meaningful way. Moreover, the gradual erosion of standards of international law through new weaponry is discussed conclusively.

A History of the United States, however, does not elaborate on the reasons for the outbreak of the First World War in Europe. The war is characterized as an "Old World War", typical for the world that the "Americans had hoped they had left behind." Vaguely defined national ambitions are said to be responsible for the war. Otherwise the text focuses on the course of the war and America's entry into the war. In the same vein, the terms of the Versailles Treaty are not explained, and a map of Europe which outlines boundary changes after the peace settlement stands by itself without textual explanation. The text cryptically refers to reparations as the "most poisonous for the future of Europe" (TB, p.463), but does not elaborate further on the issue or the German reaction to the peace treaty.

Additionally, the authors assert that each of the victorious parties at the Paris Conference received "land [that] it had been promised in the secret treaties."(Ibid.) Quite to the contrary: to the embarrassment of President Wilson who had ruled out secret diplomacy and secret treaties in the so-called Fourteen Points, Premier Orlando of Italy demanded, at Paris, the city of Fiume which had been promised to Italy in the secret treaties. At the Conference, however, Premier Orlando could not assert his claim to Fiume as President Wilson remained adamant in his refusal to recognize the secret treaties. This disagreement almost destroyed the conference and caused Premier Orlando to leave Paris in protest.

The coverage on Western Europe in the inter-war years is sparse and superficial. American leaders at the time were busily fighting the consequences of the Great Depression at home and, as the text asserts, tried to forestall the collapse of the free market system. Interest in world affairs, reportedly, was greatly diminished at the time and America's subdued reaction to the Japanese bombing of Shanghai in 1932 attested to the "timidity of the United States."(TB, p.498) Thus, "Fascist Italy and Nazi Germany -the forces of tyranny and barbarism- saw their green light."(Ibid.) This historical account in the text is slightly confusing. It should be noted from a chronological perspective that in January 1932 -when Japanese forces attacked Shanghai- Germany was still a democracy, the so-called Weimar Republic. Arguably, Nazi Germany and Fascist Italy "saw their green light" from many corners. It is peculiar that the Shanghai incident is cited by the text as such an important event relating to the, strongly criticized, American isolationism.

Regarding events prior to the war, Prime Minister Chamberlain and Premier Daladier's appeasement policy lacks context and instead appears as illogical decision-making of two weak leaders. Nevertheless, there were multiple reasons for the British and French appeasement policy: a) at the time, war was highly unpopular in Britain and France, in fact Chamberlain was greeted as a hero upon his return to Britain for having averted war; b) the armies of both countries were not prepared to follow up on possible threats of the political leadership; c) the Versailles Treaty had created pockets of ethnic minorities, and in 1938 Hitler's claim to the Sudetenland was not considered totally unreasonable; and, finally, d) the fear of communist Russia made Hitler appear the lesser of two evils.

In A History, the rise of Nazism in Germany appears as an incomprehensible and disastrous incident in European history. The account of the Second World War begins with a brief biography of Hitler and the main tenets of his book "Mein Kampf" [My struggle]. The text proceeds by stating that "inside Germany, thousands, and then millions were joining his National Socialist (Nazi) party." (TB, p.538) The text creates a caricature of the Third Reich which appears surreal. The focus on Adolf Hitler's personality promotes the impression of a demonized Germany - spellbound by a masterful orator - but otherwise innocent. While the irrational aspect of Hitler's hate oratory indeed constituted an essential part of the Nazi ideology and appeal, the Nazis implemented very "rational" and highly effective control over society. This process of coordination of all facets of public and private life was essential, first, to internal oppression and terror, and, later, to external aggression. Mainly due to the surreal appearance and description of the Third Reich and the Nazis in the text, it is difficult to grasp the dimensions of Nazi rule.

Likewise, the text highlights the functions and economic motives of anti-semitism but fails to provide a Jewish perspective. The absence of Jews, and, one might add, other victimized groups, in the historical account of their own destruction attests to what, earlier in the analysis, was criticized, with reference to the findings of the historian Ruth Firer, as a strictly German-Centered research approach.[2]

In the context of American post-1945 commitments, labeled "pactomania," the Paris Pact of 1954 is briefly discussed in a subsection titled "The European Defense Community." The European Defense Community, however, is not the topic of the subsection. Instead, the text discusses the Paris Pact of 1954.

"A further pact to isolate "international Communism" was the Paris Pact of October 1954. In this treaty the Western powers agreed to full sovereignty for the Federal Republic of Germany...West Germany was admitted to NATO and was allowed an army of 500,000 men to serve under NATO command."(TB, p.607)

The Paris Pact of October 1954 appears thus to be identical to the European Defense Community (EDC). The EDC, however, was an ill-fated attempt to create a European army including German units, that never came to fruition. The EDC was defeated in the French National Assembly on August 30, 1954. After the failure of the EDC, it was decided to revive the Brussels Pact of 1948 (a.k.a. Western European Union or WEU) and to allow Italy and the Federal Republic of Germany to accede to the WEU. Having joined the WEU, the Federal Republic of Germany then became a partially sovereign state in the Paris Pact of 1954 and joined NATO.

National images - The text displays a rather positive attitude towards immigration and the interplay of different national groups on American soil. The authors assert, furthermore, that due to this interaction between the early English settlers and other nationalities the American man/woman was shaped. Living with Africans, Scots, Scotch-Irish, Irish, Portuguese Jews, Swedes, Finns, Swiss, and even a few Austrians and Italians proved a positive "challenge" to the English settlers. Indeed, without these challenges, as the text maintains, a distinctive American nation would not have emerged.(TB, p.47)

At the risk of being repetitive, the above quote was provided again to point out the conspicuous absence of German settlers. The reason why they were not perceived as a positive challenge is due to the following obstacle to assimilation:"Some, like the Swedes, learned English and became Americans quickly. Others, like the Germans, tried to hold on to their own language, and their own customs, even in this New World."(Ibid.)

This argument is not further developed. Instead the text asserts:"A smaller number were the Germans, industrious and thrifty, who settled mainly in Pennsylvania. So many came in the mid-eighteenth century that the English settlers there feared that the whole colony would become

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[2] See Ruth Firer, "Israel," in The Treatment of the Holocaust in Textbooks, ed. Randolph Braham, pp.193-207.

German." (TB, p.48) An analysis of the two quotes shows that the text implies first a) people are welcomed as a positive challenge if they assimilate; and secondly b) if they immigrate, however, they should not come in too many numbers as to outweigh the original stock. Therefore, the very openness to European immigration that Boorstin and Kelley authors imply initially is ultimately contradicted by their own account.

The text freely assigns attributes to the immigrants. German settlers are described as "ingenious and willing to try new ways... they built the sturdy Conestoga wagon, which took many pioneers west... they developed and improved the iron stove."(TB, p.48) The French Protestants, in comparison, represented a "small group", but, "had an influence all out of proportion to their numbers...their intelligence and their skills enriched the colonies." (Ibid.) The French artist-horseman Paul Revere is presented as an early example of patriotism and the model of an elegant craftsman. Since the majority of the settlers came from Britain, English habits of the mind and English manners prevailed. The text equates being of English stock with being "sensible and moderate."(TB, p.51) "Virginia Englishmen...would make no trouble and would stay loyal so long as they could prosper."(Idid.) The text, thus establishes national traits early on.

The image of the British, however, changes temporarily in the revolutionary war which the English king, reportedly, brought upon himself by curtailing the freedom of the colonists. The Intolerable Acts and the Quebec Act, enacted by the British Parliament in 1774, are described as temporary English "foolishness" undertaken in the "innocent attempt to organize into the empire the area taken from France in the French and Indian War."(TB, p.76) The image of Europe in the 18th century is ambiguous. While acknowledging the English heritage, Western Europeans had assertedly turned America into a battlefield in four wars. During the intermittent warfare of the King's wars and the French and Indian Wars "life on the frontier became a nightmare. Unpredicted attacks by French regular troops and Indians were followed by massacres."(TB, p.62) European influence in the affairs of the North American continent is described in mostly disapproving terms. Differences between the Old World and the new-world nation are repeatedly asserted. The student is asked to identify these differences in the chapter review sections. The following quote is indicative of the type of contradiction and comparison invoked when European society is compared to life in North America:

"Here in America there were no kings and nobles. But there was an American kind of aristocracy marked off less by ancestry than by land and money. Of course nobody could change his ancestors. But in so vast and so empty a continent there were so many new opportunities for new businesses. Social classes were much more fluid than in the old world...But the frills of an aristocracy of birth really had no place in the new-world nation." (TB, pp.116-7)

In the first half of the 19th century mass emigrations from Ireland and Germany to the US occurred, prompting the text again to reflect on the Irish and German character respectively. Reportedly, Irish people have "strong arms and sturdy backs...they were well-known for their strength, courage, and willingness to work...The industrious and enterprising Irish immigrants ...helped to bring life to many new cities. Soon people would say of the several sorts of power working at the fabric of the Republic...none worked harder than Irish-power."(TB, p.220)

The German immigrants, according to Boorstin and Kelley, proved to be an asset to the nation as well. The reasons for their leaving their homeland were economic and political in nature. The political refugees included the "daring Carl Schurz, who became eminent here and helped to build in the United States the democracy that he could not build in Germany."(TB, p. 221) The following assessment can be found in many American history textbooks: "As the career of Carl Schurz and many other liberty-loving Germans showed, Germany's loss was America's gain." (Ibid.) New Americans from Germany, as the text asserts, built breweries and also became professionals. As a unique contribution, the Germans improved the educational system by introducing kindergarten and physical education to schools.

The text discusses the prevalent American sentiments regarding the belligerent nations involved in the European conflict of the First World War. The United States initially was pulled in two directions by the opposing national powers. America's tilt towards the British is explained by "powerful, unseen forces."(TB, p.445) The British-American bond allegedly goes beyond linguistic and cultural ties. Moreover, "we had fought an American Revolution to preserve our rights as Englishmen."(Ibid.) This argument contains an interesting implication. If the American Revolution had only concerned the preservation of the rights as Englishmen, then the severance of political ties, i.e., independence, would not have been necessary. This line of reasoning contradicts the argument of a new and distinctly American nation as previously discussed in the text.

Boorstin and Kelley assert that America's entry into the First World War was not uncontroversial at home, prompting the government to set up the Committee on Public Information whose task was "to sell the war to America."(TB, p.460) The effort to also enlist the minds of the people, however, had unfortunate consequences, and the text criticizes "anti-German madness" that outlived the war.

"The Germans were portrayed as hateful beasts, barbarous "Huns" out to dominate the Western world. This effort helped create a war fever with sad aftereffects which outlasted the war. It stirred up spy scares and a frantic hunt for traitors...They dropped German courses from the schools. They turned "Sauerkraut" into "liberty cabbage"...But this anti-German madness was really anti-American. For without the hundreds of thousands of immigrants from Germany the nation would have been much poorer."(TB, p.461)

This quote is indicative of the authors' approach which projects an educated but qualified liberalism. While shying away from blatant anti-foreignism, the authors promote their own national preference elsewhere. Furthermore, the text appears torn between the advertised concept of America as a melting pot on the one hand, and the equally promoted America as an Anglo-Saxon stronghold.

As mentioned earlier in the review, Boorstin and Kelley promote the United States in an active world power role. In A History the transatlantic relationship has assumed paternalistic features -but the "mother"continent has become the needy and wayward child and America the torchbearer of democracy and savior in times of need. The history of the transatlantic relationship is also used to demonstrate the failure of American isolationism and to prepare the student for the role of the United States as a world power. This is well taken as this bias enlightens the student for the more interconnected, interdependent next century. On the other hand, the underlying paternalistic strand in the narrative denies Western Europe an equal role in the post-World War Two era. Compounded by the virtual lack of reporting on the "new" cooperative Western Europe, the text inadvertedly freezes the transatlantic relationship in the image of the 1950s.

The resulting problem is obvious, as Western Europe has changed from a continent in ruins to a prosperous and increasingly integrated continent, the transatlantic relationship is bound to lead to a division of power. The development of Western Europe over the last forty years has not found entry into the text. While the authors bemoan the changed world in the concluding chapter, they have, by lack of discussion, contributed to the confusing picture of the new world that they find so complicated.

"The world had become much more complicated since the days of Secretary Dulles's "pactomania." Back in the 1950s his alliances had aimed to line up the free nations against the others...Now the grand alliances of the free world were coming apart. SEATO dissolved in June 1977. In 1979 CENTO began to close shop...Only NATO remained...And the nations of Western Europe had founded a newly flourishing European Community with its own parliament". (TB, pp.734-735)

The message here appears mixed; on the one hand the United States can still depend on its European allies, yet the political progress in Western Europe signals the dispensability of the United States.

Federal Republic of Germany - The progression of (West) Germany from former enemy to present ally could have been utilized to exemplify the changed US-European relationship. The references to the Federal Republic pertain, however, entirely to World War II and its repercussions. Concerning German unification, the Boorstin and Kelley caution:

"West Germany was finally given full sovereignty in 1955. East Germany remained a Russian satellite. Hitler's "Thousand Year Reich" had become a divided nation. Could Germany ever be reunited without threatening the peace of Europe?"(TB, p.592)

[In a side note it should be remembered that West Germany was **not** given full sovereignty in 1955 but only thirty-five years later in 1990.] At another juncture in the text the Federal Republic of Germany is described as "the part of Germany that had not been taken over and forced to become communist."(TB, p.607)

Apart from references in the context of NATO and the Berlin crisis of 1961, the Federal Republic of Germany is not mentioned in the text again. As previously discussed, this fact is not too surprising, as Boorstin and Kelley conspicuously ignore Western Europe as a foreign policy concern. In the case of Germany, this is more troublesome as Adolf Hitler is the last German politician mentioned in A History.

The image of Germany, or that of the Germans in general, is mixed at best. The image of the belligerent and beastly German that emerges in the coverage of the period from 1914 to 1945 is slightly offset by the existence of the more liberty loving Americans of German descent. An image of the West or East German cannot be determined due to the lack of information offered on modern Europe.

C. 4. 2. The American Pageant, Eighth Edition by Thomas A. Bailey and David M. Kennedy (Lexington, Massachusetts: D.C.Heath and Company, 1987), 949 pages. Referred to as The Pageant. The American Pageant,Instructor's Resource Guide, Eighth Edition by Mel Piehl (Lexington, Massachusetts: D.C. Heath and Company, 1987), 211 pages. The American Pageant Instructor's Resource Guide is abbreviated IRG.

Introduction: The authors stress the significance of public issues, which are defined as the topics and concerns that have dominated national life. In the public arena, various groups have reportedly cooperated and contended with one another through history. These exchanges have led to the emergence of an American civil culture which is continuously changing. The American nation is thus not defined as a "melting pot" but as a patchwork of groups interacting but not merging.

The eighth edition of The Pageant has been significantly revised. New scholarship in social, economic, cultural and intellectual history has been incorporated into the text, with special emphasis given to the "imperfectly visible" groups, "including women, the poor, blacks, Hispanics, and certain religious communities."(TB, p.vi) Structurally, the chronological narrative was maintained along with the "writing style that emphasizes clarity, concreteness, and a measure of wit."(TB, p.vii)

Mode of Presentation: The tone of reporting is lively and engaging. At times the narrative assumes an almost casual attitude but most often the adjectives appear carefully and deliberately chosen. The authors' proposition to present American history "with a measure of wit" can be confirmed. The many humorous references in the text are entertaining and the frequent use of metaphors enlightens the historical account.

The text features roughly 80 charts and tables, in addition to approximately 150 maps. Full-colored illustrations and graphics are found on almost every page. The favored visual aid in the textbook is the historical cartoon, mostly political and, with few exceptions, historical. In a special feature, entitled "Varying Viewpoints," controversial issues are presented in the form of brief essays. These essays often provide the revisionist interpretation of history or an other than traditional historiography. The list of "select readings" encompasses both primary source documents and secondary sources. Historical documents and charts are also to be found in the appendix which includes the Declaration of Independence, the Constitution of the United States, and a profile containing demographic, economic, political and social information on the United States.

Coverage - Unlike A History by Boorstin and Kelley, The Pageant does not begin the national story with Christopher Columbus in 1492, but places American history into a "planetary perspective," around 4000 B.C. "when recorded history began."(TB, p.1) The global perspective swiftly assumes a gloomy undertone, and the United States is compared to distinct

Content Elements (Units) Timelines	Total pages	W-European coverage			German coverage		
		within total cov.	total pages	within W.-E. cov.	within total cov.	total pages	within German cov.
1. New World Beginnings **2. Completing the Colonies** **3. American Life 17th C.** **4. Colonial Society** **5. Duel for N-America** - 1763	89	(3.7%)	35	(25.6%)	(0.7%)	1	(3.4%)
6. The Road to Revolution **7. America Secedes** **8. The Confederation and the Constitution** **9. Launching the New Ship** **10. Federation and Foreign Fiction** 1765 - 1800	90	(1.8%)	18	(13.2%)	(0.7%)	1	(3.4%)
11. Jeffersonian Democracy **12. Madison & the 2nd War for Independence** **13. Upsurge of Nationalism** **14. Jacksonian Democracy** **15. J.D. at Flood Tide** 1800 - 1840	91	(1%)	10	(7.3%)		-	-
16. Manifest Destiny **17. National Economy** **18. American Character** **19. Reform and Culture** 1840 - 1860	79	(1%)	10	(7.3%)	(1.5%)	2	(6.8%)
20. Slavery Controversy **21. Sectional Struggle** **22. Drift t. Disunion** **23. War for Southern Independence** **24. North and South** **25. Reconstruction** **26. Gilded Age** 1848 - 1877	131	(0.7%)	7	(5.1%)	(0.2%)	0.25	(0.8%)

Content Elements (units)	Total pages	W-European coverage			German coverage		
Timelines		within total cov.	total pages	within W.-E. cov.	within total cov.	total pages	within German cov.
27. Industry **28. America moves to the City** **29. Great West and Agricultural Rev.** **30. Revolt of the Debtor** 1869 - 1896	115	(0.3%)	3	(2.2%)		-	
31. Path of Empire **32. World Stage** **33. Progressivism** **34. Wilsonian Prog.** 1896 - 1916	78	(1%)	10	(7.3%)	(1.5%)	2	(6.8%)
35. War to End War **36. Roaring Twenties** **37. Boom and Bust** 1917 - 1929	72	(1.7%)	17	(12.5%)	(6.6%)	9	(30.5%)
38. Great Depression and the New Deal **39. Roosevelt and the Shadow War** **40. America in WWII** 1933 - 1945	74	(2.1%)	20	(14.7%)	(8.8%)	12	(40.7%)
41. Cold War **42. Eisenhower Era** **43. Stormy Sixties** 1945 - 1968	63	(0.6%)	6	(4.4%)	(1.6%)	2.25	(7.6%)
44. Stalemated Seventies **45. Ronald Reagan and the Conservative Resurgence** **46. American People since World War II** 1968 - 1980s	67	(0.5%)	0.5	(0.4%)		-	
	949	(14.4%)	136.5	(99.8%)	(21.6%)	29.5	(100%)

Western European empires: "Despite its development, the United States will one day reach its peak, like Greece and Rome. Its glory will eventually fade."(TB, p.2) In spite of this initially pessimistic assessment, the text proceeds with an auspicious tone.

American history develops in the text sometimes in reaction to, and at times independent of, the developments on the European continent and in Britain. As the quantitative analysis shows, there is again a heavy emphasis on the early years of nation building. England, as the mother country of the new colonies, is covered in some detail. The authors depict colonial society as almost exclusively English. This fact is supported in the text with an estimated English population figure of 2.6 million, or 66.3 percent of the colonial population which includes the English, the Welsh- Scotch and the Scotch-Irish.(TB, p.56) The historical reporting on colonial America alternates between the developments in Britain and the colonies. It is therefore difficult to assess the absolute extent of European coverage during this time; suffice it to note that roughly more than one third of total European coverage occurs prior to the American revolution. France and England were two main contenders in, as the text asserts, "the duel for North America."(TB, p.74) The description of German-Americans and the discussion of the German influence in early America amounts to approximately two pages.

The American revolution is depicted mainly in political terms; the description of the actual fighting is relatively brief. European involvement in the affairs of the new nation is again strong in the post-independence years. The impact of the French Revolution on the United States and the foreign policy conflicts of the Napoleonic era are discussed in depth. Finally, the so-called Second War of Independence against Britain in 1812, "aroused American nationalism and enabled westward-marching America to turn its back on Europe."(IRG, p.55) This attitude found its expression in the Monroe Doctrine. Bailey and Kennedy assert that the American population received an enormous boost in the 1840s and 1850s when the immigration influx quadrupled. The text claims the period from 1790 to 1860 to be instrumental in the creation of the American character.(TB, p.311) During that time the two large immigrating groups came from Ireland and Germany. Economic as well as political reasons are provided for the large-scale emigration to the new world:

"The immigrants came partly because Europe seemed to be running out of room...the majority of migrants headed for the 'land of freedom and opportunity.' There was freedom from aristocratic caste and state church; there was abundant opportunity to secure broad acres and better one's condition."(TB, p.316)

The reason for the Irish migration is described mainly as economic and due to famine in the home country and the "heavy hand of British overlords."(Ibid.) The situation of the Irish newcomers in the United States was reportedly harsh and unbecoming. The authors claim that the large scale emigration from Germany consisted mainly of uprooted farmers. A main component of the influx, however, were the "German Forty-Eighters."(TB, p.318)

"But a strong sprinkling were liberal political refugees. Saddened by the collapse of the democratic revolutions of 1848, they had decided to leave the autocratic fatherland and flee to America-the one brightest hope of democracy."(TB, p.318)

Although less politically potent than Irish-Americans, the German immigrants, as Bailey and Kennedy maintain, shaped American life, too. Their contributions were reportedly felt in the educational sector, as they supported public schools and founded the Kindergarten, and in the brewery sector, because Frederick Pabst and Joseph Schlitz "made Milwaukee famous."(TB, p.318) Having introduced the new wave of immigrants to the United States in a positive light, the text proceeds to show another, less appreciative attitude towards the influx.

"The invasion of the so-called immigrant "rabble" in the 1840s and 1850s inflamed the hatred of American nativists. They feared that these foreign hordes would outbreed, outvote, and overwhelm the native stock."(TB, p.319)

The antagonistic feelings against German and Irish immigrants were reportedly religiously motivated as the majority of the displaced Irish were Roman Catholics, as well as a significant part of the Germans. The so-called Second Great Awakening swept the country and in its wake the evangelical spirit spread. In response to the Protestant indoctrination of their children in public schools, Roman Catholics created their own separate Catholic educational system.(TB, pp.319-320)

Western European coverage before the Civil War amounts to roughly fifty percent of net European coverage. Among the American history texts analyzed, The Pageant has the least European coverage prior to the 1860.

The next large-scale immigration took place in the 1880s when people from Southern and Eastern Europe arrived in America. Again, these new immigrants allegedly caused alarm among the nativists, who considered Eastern and Southern Europeans as culturally inferior to the Anglo-Saxon stock.(TB, pp.532-535)

In the twentieth century the US-European relationship was characterized by both conflict and cooperation. The interaction in the first half of the century revolved around the Two World Wars. The presentation of the European role in these conflicts amounts to roughly one quarter of total coverage on Western Europe. German coverage is naturally high; with 71.2 percent combined coverage for World War One and Two, The Pageant lies in mid-range among the American history books reviewed regarding coverage of this time period.

The Two World Wars are discussed from a stringently American perspective. In both instances, as the authors assert, the United States could not maintain its initially neutral stand vis-a-vis the European belligerents. Germany's declaration of unlimited submarine warfare and the Zimmerman note are presented as the main reasons for American entry into World War I. President Wilson's "crusade for democracy" abroad, however, is compared unfavorably to his suppression of dissent at home. The treatment of anti-war Socialists and of German-Americans, in particular, is criticized in harsh terms. Likewise, the hostility towards anything German during the First World War is connected with the American isolationist attitude. In order to make American participation in the war palatable, a huge propaganda effort was reportedly set in motion.

"As emotion mounted, hate hysteria swept the nation against Germans and things Germanic. Orchestras found it unsafe to present German composed music, like that of Wagner or Beethoven. The teaching of the German language was shortsightedly discontinued in many high schools and colleges. Both the Espionage Act of 1917 and the Sedition Act of 1918 reflected current fears about Germans and antiwar Americans...especially visible among the nineteen hundred prosecutions undertaken under these laws were anti-war Socialists and members of the radical union of Industrial Workers of the World (IWWs)...These prosecutions form an ugly chapter in the history of American civil liberty."(TB, p.677)

The Pageant also does not hesitate to criticize President Wilson for his failure at Versailles and at home in the Senate. The debacle at Versailles is reportedly due to his lofty war aims while the Treaty itself was rejected in the Senate because of Wilson's stubbornness. (TB, pp.665-694) There is scant reporting on the interwar period in Europe. Instead the text concentrates on the effects of the Great Depression at home. Subsequently, the rise of fascism in Europe is explained in terms of the,

"post-1918 chaos in Europe, followed by the Great Depression, [which] fostered the ominous concept of totalitarianism. The individual was nothing; the state was everything. Communist Russia led the way with the crafty and ruthless Joseph Stalin finally emerging as a dictator. Blustery Benito Mussolini, a swaggering Fascist, seized the reigns of power in Italy during 1922. And Adolf Hitler, a fanatic with a toothbrush mustache, plotted and harangued his way into control of Germany in 1933 with liberal use of the 'big lie.'"(TB, p.776)

The text maintains that America's entry into the war on the side of the allies was determined already in 1941 when Roosevelt decided to convey the lend-lease shipment of arms to Britain. Coverage on the course of the war amounts to roughly 15 pages total, with the majority of the pages describing battles in the Pacific. American involvement in World War Two focuses on the vast changes in America that the war mobilization effort had created.

The post-1945 era is dominated by the East-West conflict. The division of Germany, the Berlin Blockade with the subsequent airlift by the Western powers, the Marshall Plan and NATO are briefly discussed from a Cold War perspective. There is no specific reporting on the Federal Republic of Germany or on German-American relations, except for the Berlin blockade. When the text refers to Western Europe, it does so in the most general terms and with respect to the Cold War. The Marshall Plan, for example, appears as a spectacular success:

"Within a few years most of them were exceeding their prewar outputs, as an "economic miracle" drenched Europe in prosperity. The Communist parties of Italy and France lost ground, and these two keystone countries were saved from the westward thrust of communism."(TB, p.828)

Coverage of the Federal Republic of Germany - The coverage of Western Europe is significantly diminished after the description of the Marshall Plan. In 1958 Soviet Premier Khrushchev again challenged the Western powers over Berlin. He issued an ultimatum which gave the United States, Britain, and France -as the text asserts- "six months to pull their troops out of Berlin."(TB, p.853) Because President Eisenhower and Secretary of State Dulles remembered the lessons of appeasement, the authors reason, "they staunchly refused to yield well-established rights."(Ibid.) While the 1958 crisis could be averted by Western steadfastness and determination, the Berlin crisis in 1961 culminated in the construction of the Berlin wall, which is termed the "Wall of Shame."(TB, p.861)

While the student learns about NATO and its membership countries, the European Community (EC) is only mentioned as an afterthought. The issue of British membership in the 1960s serves as an example for French intransigence.

"American policymakers were dedicated to an economically and militarily united "Atlantic Community," with Uncle Sam the dominant partner, but they found their way blocked by towering, stiff-backed Charles DeGaulle of France. The Frenchman was suspicious of American intentions in Europe and France. With a haughty "non" he vetoed British application for Common Market membership in 1963. He likewise dashed cold water on an American proposal to develop a multinational nuclear arm within NATO. DeGaulle deemed the Americans unreliable in crisis, so he tried to preserve French freedom of action by developing his own small atomic force ('farce,'jibed his critics). Despite the perils of nuclear proliferation or Soviet domination, DeGaulle demanded an independent Europe, free of Yankee influence."(TB, p.862)

With this presentation of Premier DeGaulle's policy towards British EC membership, reporting on Western Europe concludes. The Pageant does not present post-1945 European politicians. The notable exception is Premier DeGaulle -and, based on The Pageant's presentation, one would conclude that he is still in power. Total coverage of post-1945 US-European relations amounts to roughly six pages, or 4.8 percent of net Western European coverage. German coverage is comparably low, namely 1.6 percent of total Western European coverage or 7.6 percent of total German coverage. Again, German coverage is largely dominated by repercussions of World War II and the recurrent Berlin crises.

Context and Accuracy - Developments are embedded in the context of their time and, in addition, an undue glorification (or condemnation) of European emigration to the United States is avoided. The interaction of the European immigrants in the United States is presented in terms of the contribution (see also national images) that the newcomers made, as well as to the opposition they encountered from the so-called "nativists." This opposition expressed itself in "flare-ups of anti-foreignism" (a heading of a subchapter) as certain groups felt economically and religiously threatened by the large waves of European immigrants in the nineteenth century. As previously pointed out, the authors have identified and analyzed this resentment mostly on religious grounds.

The depiction of groups and the interaction of these various groups in American society is true to the dictum that the textbook author, David M. Kennedy, has stated in his introduction. Namely, the "belief that the main drama and the urgent interest of American history reside in the public arena where these and other groups contend and cooperate with one another".(TB, p.vi) This view of American history runs through the book and is not questioned in the analysis. Other texts in this analysis have adopted different interpretations.

When Western Europe is compared to the United States, the distinctive American character is emphasized. Western Europe repeatedly emerges as a place that the liberty-loving and enterprising individuals have left behind in favor of America. Western Europe is characterized by an "aristocratic caste and state church," "poverty and squalor," "political oppression," and "lands of famine."(TB, pp.314, 316, 535-6) Hostility towards new immigrants is at times traced back to the American fear of turning into another Europe.

The authors' unstated objective of disassociating the United States from Europe on an ideological plane is most obvious in the text's description of life in Europe. On the other hand, the authors strongly condemn the American policy of isolationism in the 20th century. Regarding the collapse of the Treaty of Versailles, Bailey and Kennedy largely blame the United States. Furthermore, it is the United States who, by shunning its responsibility as a global leader, did little to prevent the impending disaster:

"This [the Treaty of Versailles and the League of Nations] rickety structure teetered crazily for over a decade and then crashed in ruins-a debacle that played into the hands of the German demagogue Adolf Hitler...The United States, as the tragic sequel proved, hurt its own cause when it buried its head in the sands...It would have been well advised if it had forthrightly assumed its war-born responsibilities and had resolutely played the role of global leader into which it had been thrust by the iron hand of destiny...Instead, it permitted itself to drift along aimlessly and dangerously toward the abyss of a second and even more bloody international disaster."(TB, p.695)

It is part of the text's agenda not only to address but also to lament, and possibly remedy, the (allegedly) latent American tendency towards isolationism. The benefit of this strategy to promote a global outlook is again not questioned; however, the internationalist approach in the text promotes, at times, a policing role of the United States. The authors, for example, claim that Hitler was "a misbegotten child of the shortsighted postwar policies of the victorious Allies, including the United States. The desperate German people had fallen in behind the new Pied Piper, for they saw no other hope of escape from the plague of economic chaos and national disgrace."(TB, p. 776)

The above quote is indicative of the text's approach which separates between "the German people" and "Hitler's aggression" or "Hitler's persecution of the Jews." The rise of fascism in Germany, however, was more complex than the text indicates. Hitler drew his political capital from a variety of accounts (see also national images). In the chapter entitled "the last days of Hitler," the discovery of the concentration camps is presented in appalling terms. Except for Jews, no group is specifically mentioned. The Pageant, however, mentions an incident that is not included in most textbooks.

"The Washington government had long been informed about Hitler's campaign of genocide against the Jews and had been reprehensibly slow to take steps against it -such as bombing the rail lines that carried the victims to the camps. But until the war's end, the full dimensions of the "Holocaust" had not been known."(TB, p.812)

[Subsequently in the text the Berlin wall is likened to "a gigantic enclosure around a concentration camp."(TB, p.861)]

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In the presentation of the transatlantic relationship in the twentieth century the text only stresses the areas of conflict, namely the Two World Wars and its repercussions. Western Europe after 1945 has not ceased to exist, but in the following 32 years (the presently analyzed eighth edition of the textbook was published in 1987!) it has been a relevant partner and ally of the United States. In short: during the second part of the twentieth century the US-European relationship was characterized by cooperation; this fact is not portrayed in the text. The Pageant's focus on the first half of the century and its virtual absence in the second half creates an inaccurate portrayal of the individual countries and the transatlantic relationship.

National Images and Stereotypes - The text employs the device of "Varying Viewpoints" to support and balance its interpretation of history without appearing contradictory. This is done when colonial society is explored on the eve of the revolution. While the main text asserts the strong influence of British ways and customs, the "Varying Viewpoints" emphasizes the early emergence of a distinct American character. Bailey and Kennedy, however, interpret colonial America as still largely British influenced, only later does the American character successfully assert itself. The influx of the non-British immigrants in the eighteenth century is initially described in two phases: first the worst national stereotypes are presented and then these characteristics are condemned for being what they are, stereotypical, usually one-dimensional, flat images. The following example illustrates the use of a stereotype with an interesting twist, as it is presented as 'somewhat true':

"It was said, **somewhat unfairly**, that the Scotch-Irish kept the Sabbath - and all else they could lay their hands on. Pugnacious, lawless and individualistic, they brought with them the Scottish secrets of whiskey distilling and dotted the Appalachian hills and hollows with their stills." (TB, p.56)

It is not clear in the above quotation whether the characterization of the Scotch-Irish is only somewhat exaggerated but in essence 'fair,' or whether the text simply wants to amuse by telling a joke. The laconic comment at the end of the paragraph on the Scotch-Irish appears to support the latter view: "All told, about a dozen future presidents were of Scotch-Irish descent." (TB, p.56)

Five Germans (two of them German-Americans) are mentioned by name and deed: Martin Luther, Carl Schurz, Franz Sigel, the Kaiser, and Adolf Hitler. Martin Luther is identified as the religious reformer who in 1517 was "shaping the destiny of a yet unheralded nation."(TB, p.21) Carl Schurz, the liberal reformer who in the wake of the failed revolution of 1848 in Germany fled to the United States, is identified as a "relentless foe of slavery and public corruption, [who] contributed richly to the elevation of American political life."(TB, p.318) "The German Forty-Eighters" are presented in a highly favorable light, as their influence in the field of education, art and music is said to have enriched American society. Having "fled from the militarism and wars of Europe," as the text asserts, they "consequently came to be a bulwark of isolationist sentiment in the upper Mississippi Valley."(TB, p.318) The authors, on the other hand, do not report on the German contribution to the trade-union movement in the United States -probably not to offend anti-unionist sensitivities. Nevertheless, with the omission of the German contribution to the American labor movement, the German contribution appears incomplete and biased.

Compared to the Irish immigrants, the German immigrants were assertedly better educated and also more likely to have some money, which enabled them to settle in the Middle West and "establish model farms."(TB, p.318) Unlike the Irish-Americans, German-Americans never developed a strong political base because "their strength was more widely scattered."(Ibid.) Previously in the chapter, entitled "Creating the American Character," the American character is positively contrasted against the European character. Regarding the immigrants from Europe, it is repeatedly suggested that the United States received the 'finest' while the 'weak and undaring' stayed in Europe.

"The ancestors of the Americans, as well as the immigrants themselves had to be courageously optimistic to undertake the stormy Atlantic crossing. "The cowards never started; the weak died on the way," ran the saying. The American people were distilled not only from a select group of brave men and women but also from a long line of risk-takers."(TB, p.314)

This positive evaluation also extends to the German Forty-Eighters. Concurrently the text speculates that the world would have been better served if they had stayed at home.

"The future history of Germany - and indeed of the world - might well have been less war-torn if these rare spirits had remained at home as a seedbed for genuine democracy. But Germany's loss was America's gain."(TB, p.318)

The generally benevolent image of German immigrants is slightly impaired by the German (and also Irish, as noted) habit of,

"making merry on the Sabbath and drink huge quantities of an amber beverage, called Bier (beer), which dates its real popularity in America to their coming. Their old world drinking habits, like those of the Irish newcomers, gave a severe setback to the movement for greater temperance in the use of alcohol."(Ibid.)

Following the description of the German and Irish immigrants is a short subchapter on the reaction of "native Americans" to the large scale influx of refugees from Germany and Ireland. All the then circulating slants about the Europeans are listed, from "immigrant rabble" to "alien riffraff" whose convents are referred to as "Popish brothels" where secretly babies were buried and other felonies committed in the name of the Pope. (TB, pp.319-320) Accompanying the text is a cartoon, depicting two villainous looking men whose abdomens consist of a keg, one labelled "Irish Whiskey" and the other with "Lager Bier." They are depicted making an escape with a ballot box. The cartoon thus indicates the most negative image: The Irish and Germans not only promote alcoholism but steal the most sacred symbol of American democracy -the ballotbox. German-Americans again feature in the Civil War when the two prominent German-American generals, Franz Sigel and Carl Schurz, respectively, stand for victory and retreat among German-American soldiers: "I fights mit Sigel and I runs mit Schurz." (TB, p.422)

As noted above, The Pageant has frequently adopted the strategy of first promoting the worst possible image by listing slurs and then by countering the stereotype with a paragraph on the contributions of the respective group. Naturally, this is done with groups who are among the most accepted and integrated in American society. Allegedly, one quarter of Americans are of German ancestry. It is thus comparatively safe to exemplify prejudice on the German-Americans or Irish-Americans [the latter hardly qualifies as a disadvantaged group today]. It is hard to imagine that a textbook would print racial slurs directed against Indian-Americans or African-Americans and then counter these remarks with a listing of contributions of the respective group to American society. On this basis, it could be argued that the stereotypical use of the Irish-and German-Americans actually represents a sign of widespread acceptance, and, thus, progress of these groups.

Nevertheless, the two most consequential Germans in the text are the Kaiser and Adolf Hitler. Again, the text employs historical cartoons to demonstrate the ultimate viciousness of the Kaiser and also displays anti-German propaganda posters. One poster, for example, depicts a beastly looking King Kong coming ashore with a pointed helmet on his head and a beauty (presumably Europe) on his arm. In a different cartoon two soldiers, also with pointed helmet, sit slightly stooped on their horses and have the following exchange: "Vell, it didn't pay." "Not this time."

(TB, p.686) This cartoon is subtitled "German'Repentance'" and explained by the authors as "a prophetic reflection of the view that the failure to smash Germany completely would lead to another world war."(Ibid.)

Concerning Hitler and the domestic aspects of his regime, he is likened to a "new Pied Piper" who, with "hypnotic powers" was "lashing his following to a frenzy."(TB, pp.776,779) The German people thus appear, if not innocent, then at least spellbound. This notion, however, becomes problematic when the Holocaust is presented. The Pageant has solved this dilemma by turning to a visual aid, i.e., a cartoon, to convey the message. The cartoon depicts a barbaric and uncivilized looking member of the Nazi party (with a pig-like face) sitting on a stool before numerous accusing skulls and cross bones. The subtitle of the cartoon reads "Witnesses for the Prosecution." (TB, p.824). The choice of cartoons thus conveys a slightly different message than the text does.

Hitler is the last German individual that the student hears about. The emerging picture of the German character is complex and ambiguous: While the contributions of German-Americans are stressed, the image of Germany is rather negative. There is essentially no "benevolent" reference to Germany in the text. Again, the notion that the freedom-loving and public-spirited Germans came to the United States whereas the ones who lacked these qualities stayed behind infiltrates the text and is also, at one point, explicitly confirmed. The unresolved and "problematic" aspect of the German-American relationship finds expression in the choice of cartoons, which are often devastating to German character. Yet, political cartoons tend to be sharp and exacting. While no other national group in the text is depicted as bellicose as the Germans, it is a fact that German-American relations were severely troubled (to say the least) in the first half of the twentieth century. Regrettably, the student is denied information on the trans-atlantic relationship that emerged after 1945 and which has been characterized by cooperation.

C. 4. 3. The United States, A History of the Republic by James West Davidson and Mark H. Lytle (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1981), 799 pages. Referred to as A Republic. Teacher's Edition, The United States, A History of the Republic by James West Davidson and Mark H. Lytle (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1981), 199 pages. Abbreviated ATE. The United States, A History of the Republic by James West Davidson and Mark H. Lytle (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1990), 842 pages.

Introduction: In the introduction to the student, the authors warrant the study of American history in mostly utilitarian terms - to gain knowledge and "to better understand the challenges of the present and the major issues of the future." (TB, p.15) The tone of writing in the opening statement is clear and unpretentious. Absent is the sense of drama that is often invoked to engage the student emotionally. The introduction serves mainly to explain technical matters regarding use of the text and its special features.

The introduction to the teacher, on the other hand, claims the recurrence of several important themes in American history, namely "the growth of national unity, the diversity of the population, and the development of democratic institutions," and proposes to interpret American history "in light of these themes."(ATE, p.1) With these themes in mind, our analysis will determine whether European history has received a different emphasis in the text.

Mode of Presentation - Like many basal textbooks in this category, the text includes a wide range of reading aids and special features. The line between the two is sometimes blurred to enlarge the apparent variety of the text under consideration. A Republic is neither an exception, nor a particularly outstanding example of this practice. Among the many special features are "vignettes, profiles, and primary source documents, including speeches, diary excerpts, and letters."(ATE, p.2) There is also one special feature included which challenges commonly held views on American history or American heroic figures. The pedagogical aids include skill lessons, section reviews, timecharts, and end-of-chapter questions. Each chapter also ends with a half-page summary of the chapter's major facts and themes. There is an extensive reference section included, featuring a detailed index, maps, a glossary, and the most important national documents - the Declaration of Independence and the Constitution of the United States.

The textbook is organized in ten units which, as announced in the introduction, revolve around key themes that reappear throughout American history. The visual aids contain the usual mixture of art reproductions, photographs, charts, and graphs. Notable is the comparatively rare use of political cartoons.

The authors themselves describe their writing style as "clean, uncluttered prose."(ATE, p.1) One might add bland, too. The authors have made spare use of adjectives and stylistic flourishes. In addition, there are few circumlocutions, moreover, the style qualifies as "social

Content Elements (Units) Timelines	Total pages	W.-European coverage			German coverage		
		within total cov.	total pages	within W.-E. cov.	within total cov.	total pages	within German cov.
1. **The Americas** Prehistory - 1763	82	(7.4%)	52	(47.9%)	(0.9%)	1	(5.9%)
2. **Creating a Republic** 1763 - 1791	72	(2.1%)	15	(13.8%)		-	
3. **An Emerging Nation** 1789 - 1824	56	(1%)	7	(6.5%)		-	
4. **Era of Expansion** 1824 - 1860	76	(0.4%)	3	(2.8%)	(0.9%)	1	(5.9%)
5. **A Nation Torn Apart** 1820 - 1877	58		-			-	
6. **Transforming a Nation** 1865 - 1900	96	(0.8%)	6	(5.5%)	(0.5%)	0.5	(2.9%)
7. **Entering a Modern Age** 1900 - 1919	62	(1%)	7	(6.4%)	(4.1%)	4.5	(26.5%)
8. **The Roaring Twenties** 1919 - 1932	42	(0.1%)	1	(0.9%)	(0.2%)	0.25	(1.5%)
9. **A Time of Trial** 1933 - 1945	70	(1.7%)	12.5	(11.5%)	(6.9%)	7.5	(44.1%)
10. **The United States in a Changing World**	92	(0.7%)	5	(4.6%)	(2%)	2.25	(13.2%)
	706	(15.3%)	108.5	(99.9%)	(16%)	17	(100%)

scientific prose."[1] The presentation of events thus receives, at least at face value, greater objectivity.

Coverage - Among the American history textbooks reviewed, A Republic has a slightly higher Western European coverage -namely 15.3 percent- but a low German coverage. European reportage focuses on early American history. Indeed, early American history is to some extent European history, and almost half of total reporting on European affairs takes place before 1763. After 1789 Western European history features occasionally in the text and transiently surfaces during the Two World Wars, but dwindles again in the post-war years.

This "America-centered" coverage is mainly due to the text's focus on domestic themes. The few references to Western Europe, and Europe's generally low profile in the text, also mirror the authors'assertion of American culture as distinctively different from European culture. The belief in representative government is asserted as the major pillar of American culture. While this belief has its roots in the English political tradition, the authors assert that it was in America that this tradition came to blossom and would endure.(TB, pp.64-65) Due to the authors' interpretation of American culture and the qualified attitude toward British ways (see slants and biases), the authors do not portray European settlers in conflict with one another as they settle in colonial America. Instead, the text describes matter-of-factly the immigrations of the Scotch-Irish and the Germans, and focuses on their reason to emigrate rather than on the reaction they encountered in the colonies.

"The Scotch-Irish...left northern Ireland because the policies of the English government and the Anglican church had destroyed their economic well-being and virtually outlawed their Presbyterian religion...The second largest group of settlers, the Germans, had been pushed out of their homeland by a series of brutal religious wars between Protestants and Catholics. Invading armies had devastated their homeland, the Rhineland of southwestern Germany."(TB, p.70)

Xenophobia (identified in the American history textbooks with "Anti-Foreignism") is not discussed at the early stages of nation building; moreover, the text implies a generally benevolent attitude among the Anglo-Saxon settlers towards the non-English settlers. Domestic conflict between national groups does not occur in A Republic between northern Europeans but along racial lines (see also national images). Anti-Foreignism and nativism as a national movement, however, is reported as having emerged in the 1840s on the basis of economic resentment by some Americans. (TB, pp.272-273) The second large wave of European immigration in the 19th century is presented in terms of a "new immigration," as the new arrivals came from Southern and Eastern Europe. Although resembling the outburst of nativism of the 1840s, the reaction against the immigrants from Southern and Eastern Europe was allegedly more severe. The description of the new immigration includes examples of anti-foreignism and also devotes a subchapter to the contributions of the new immigrants to American society.(TB, p.430)

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[1] This typification was used by a textbook review panel to characterize committee style writing found in some textbooks. The United States, A History of the Republic, was also reviewed by this panel. The panel, however, did not apply this typification for the text by Davidson and Lytle. See Sewall, American History Textbooks.

A Republic has divided the 20th century into four distinct periods: the period from 1900 to the end of the First World War; the period from the "Roaring Twenties" to 1932; the interval from the New Deal to the end of the Second World War; and, lastly, the postwar period to the 1980s. Naturally, Western European coverage peaks during the presentation of the First and Second World War but declines dramatically after 1945. On a comparative basis the war coverage, however, appears low. Moreover, the authors have focused on the "home front." The text provides a number of reasons for American involvement in the First World War. There are, nevertheless, no reasons given for the outbreak of the First World War. After having initially pursued a policy of neutrality,

"President Woodrow Wilson and most of his advisors favored the Allies. Wilson considered Germany a "lawless" nation. In addition, Germany had posed the greatest threat to United States interests in Latin America."(TB, pp.501-502)

The nature of the German threat to United States interests remains unexplained. The Zimmerman telegram, mentioned later in the text as the final straw that induced President Wilson to abandon neutrality, is used as further indication of this German threat to American interests, but the substance of the threat is not explained. Reportedly, the American public was divided and displayed old-world loyalties and/or antagonisms.

"The United States was a nation of immigrants with strong emotional ties to the countries of their ancestors. The majority of Americans shared language and ancestry with the British. Traditional friendship with France also drew the United States to the cause of the Allies. Many Americans, however, favored the Central Powers. Eight million German Americans viewed the war as a defense of German soil against French and Russian aggression. Some 4 million Irish Americans, bearing an ancient antagonism toward the British, generally sided with the Central Powers. Similarly, American Jews, harboring strong anti-Russian sentiments, tended to sympathize with the German cause."(TB, p.502)

Nevertheless, the Submarine controversy and the Zimmerman telegram, coupled with British reports on German atrocities, induced President Wilson to side with the Allies. (TB, pp.502-505) Both during and after the war antiforeign feelings, as the authors assert, again surged and culminated in the Sacco and Vanzetti trial. While the authors abstain from making an obvious value judgment regarding the validity of the accusations, they nevertheless voice disagreement via "several distinguished lawyers": "Many people, including several distinguished lawyers, believed the anarchists had been convicted because they were Italian and held unpopular views." (TB, p.523)

American quota acts of 1921, 1924, and 1929 further attest to the attempts to restrict immigration from Southern and Eastern Europe and to freeze the racial composition of the United States. As in other instances, any discussion of an "anti-foreign" mood is conducted in the context of anti-black sentiment, or in reference to discrimination against black Americans. Davidson and Lytle maintain that the restrictions placed on Europeans pale when compared to restrictions and the disillusionment faced by black Americans and African immigrants.(Ibid.)

The presentation of the inter-war years in Europe is brief and highlights the major interwar conferences. The rise of fascism in Germany is stated and described on the basis of resentment against the Treaty of Versailles and fear of communism.

"Adolf Hitler and his National Socialist, or Nazi, party came to power in Germany in 1933. The Nazis had grown increasingly popular during the 1920s and early 1930s because of Hitler's fierce attacks on the Treaty of Versailles. He expressed the feelings of many Germans who believed that Germany had been unfairly punished by the treaty. Other Germans supported Hitler because he promised to keep the communists out of power."(TB, p.597)

Another reason for the proposed emergence of totalitarian dictatorships in Europe was the worldwide depression. The connection between the Great Depression and totalitarianism, however, is not explored. Reporting on [Nazi] Germany, moreover, focuses on the external policy of the Third Reich. The domestic policy of Hitler and his followers is not presented nor the extermination policy towards the Jews and other unwanted groups. Instead, the concentration camps are discussed in the context of allied victory (TB, p.625; see also context and accuracy).

A Republic provides an astonishingly detailed account of the early post-war years, in particular the developments leading to the Cold War. Unlike other textbooks, the roots of conflict between the United States and the Soviet Union are not traced back to Stalin, or Stalinist policies, but to the inception of the Soviet Union and Bolshevik rule itself. Therefore, the events of the postwar years in Europe contributed to, but did not cause, the growing tension between the United States and the Soviet Union.

Coverage of the Federal Republic of Germany - The relationship between the Federal Republic of Germany and the United States is described from a stringent Cold War perspective, i.e. the authors stress US determination not to abandon their zone to the Soviets. The division of Germany is discussed in the context of the Berlin Blockade.

"Germany...had been divided into four zones of Allied occupation after the war. Britain, France, and the United States worked closely in the administration of the western sectors of the country, while the Soviet government administered the eastern section. By June 1948, after fruitless discussions with the Soviet Union over the unification of Germany, the United States, Britain, and France decided to merge the western zones and establish the area as an independent nation. The unified zones would become the German Federal Republic, known today as West

Germany. On June 24, 1948, the Soviet Union responded to the division of Germany by denying all road, rail, and river access to West Berlin...President Truman reacted strongly...ordering a massive airlift to supply West Berlin."(TB, p.638)

[This report is accompanied by a black-and-white photograph of an American cargo plane flying over children standing on the bombed walls of Berlin buildings.]

The Marshall Plan and NATO, likewise, are depicted as signs of American resolve and commitment to Western Europe. The continued American commitment to Berlin is also expressed in the text's report on President Kennedy's speech to the people of Berlin in 1961.(TB, p.669) There is no reference to any post-Second World War European leader in the text.

The last reference to West Germany in the text concerns the "changing world scene" of the 1970s when, the authors' claim, "traditional American allies such as France and West Germany no longer automatically supported American policies."(TB, pp.720-721) The reasons for the "non-support" of these American allies, however, are not provided. Moreover, the text cryptically asserts at the beginning of the paragraph: "Policy makers could not easily classify nations as pro-Soviet or pro-American."(Ibid.) Although the immediate examples following the above quote refer to China and other nations around the globe, the frustration expressed in the quote may also extend to France and West Germany.

Context and Accuracy - As previously mentioned, the text implies a minimal degree of European contact with and influence on the United States. Points of contact between the United States after the wars of independence -such as the immigration waves of the nineteenth century and the Two World Wars- are treated briefly and mostly in terms of their impact on the United States. Since A Republic does not purport to be a textbook on world or European history, this focus on the United States is not surprising.

Nevertheless, the interaction of economic systems, particularly in the 20th century, warrants a more comparative or integrative approach. The discussion of the Great Depression in the Thirties, for example, is neatly separated into two chapters: one dealing with the effects of the Great Depression in the United States and the other dealing with the effects of the Great Depression on Europe. Principally, this separation into domestic and foreign policy need not pose a contextual problem. The isolation in the text, however, stems from the decision to discuss American history en bloc without reference to the international monetary circle (or to foreign policy) from 1919 to 1941. Only in connection with the Second World War does the student learn about American involvement in the world economy, the Good Neighbor policy, and the isolationist impulse of the major American political actors and parties.

Perhaps unwillingly, the text mirrors the isolationist stance of the pre-Second World War years. It should be noted, however, that already in the 1920s (and before) the United States was far less isolationist than the text implies. The Dawes Plan, and even the American behind-the-scenes presence at the League of Nations, attests to American involvement in world affairs prior to its large-scale involvement after World War Two. The downward economic spiral set in motion by the Great Depression, first in the United States and then in Europe, would have been an ideal example of the mutual dependencies of the world economies. By relegating the worldwide repercussions of the Great Depression to an American foreign affairs issue, the text unintentionally creates a separation that does not exist. Few texts, however, integrate the domestic and international dimension.

European history and politics, although not the focus of the text, often serve only as the backdrop of American historical events. The outbreak of the First World War is stated but no reasons for the conflict are provided. The text merely mentions that "the system of alliances helped to turn the archduke's assassination into a major war."(TB, p.501) The text quotes the brother of the American ambassador in Britain as stating that "this dreadful conflict [WWI] of the nations came to most of us as lightning out of a clear sky."(TB, p.500) The following account of the "World at War," however, does little to illuminate the causes of the conflict. The rise of fascism in Europe in the 1920s is also not explained. The United States, for one reason or another, ends up fighting wars that she had not anticipated. Even if this truly had been the case, with hindsight, history can at least attempt to provide some logic to the course of historical events.

The racial doctrines and the inhumane policies of Nazi Germany, likewise, are not presented. Instead, the text concentrates on the external aggression of the Third Reich. As previously asserted, the first and only instance that the student learns about the Nazi extermination policy is in the context of Allied victory.

"The joy accompanying the end of the war in Europe was clouded. As Allied troops moved across Europe, they liberated huge concentration camps at Buchenwald, Dachau, Bergen-Belsen, and Auschwitz. Within these horrible camps, the Nazis had carried out their policy of genocide against European Jews. Genocide is the systematic destruction of a race of people. The Nazis had starved, tortured, and murdered about 12 million civilians in the concentration camps, including over 6 million Jews. One third of the Jewish population of Europe perished under the Nazi regime."(TB, p.625)

The above account is not inaccurate but, at the same time, one of the most incomplete. The summary account of the unit on the Second World, titled "Legacy of the World War II," does not mention the Holocaust, nor the suffering of other persecuted groups under the Nazi regime in Germany and the occupied territories.

Portrait of Western Europe - A Republic has largely abstained from making subjective statements regarding the immigrants and their contributions to the United States. Instead of affirming in strong terms what the United States stands for, the authors have used the confirmation-by-contrast approach. Allegedly, the colonists from England tried to recreate the Old World on the new soil by clinging to old habits and recreating the English class system and even feudal relationships. The attitude toward the mother country in the text is largely critical and reputes the view of an idealized and harmonious colonial America. Moreover, the text ridicules the attempt of the Massachusetts General Court to stem the break-down of class barriers by prescribing the proper garment for the different classes.

"The Massachusetts General Court expressed its "utter detestation...that men and women of mean condition should take upon them the garb of gentlemen, by wearing gold or silver lace, or buttons...or to walk in great boots, or women of the same rank to wear silk or tiffany hoods or scarves which, though allowable to persons of greater estates...yet we cannot but judge it intolerable in persons of such like condition." To stamp out such "intolerable" behavior the court promptly passed a law."(TB, p.69)

Only gradually did the new colonies emancipate themselves from these European attitudes, but as the text asserts, "everyone except slaves could aspire to and often attain a place in society higher than the one he or she had been born into."(Ibid.) This qualification is indicative of the text's approach, which often portrays American society with significantly greater racial than transatlantic concerns.

The issue of slavery in American history is treated extensively in the text. Compared to the divide between masters and slaves, the asserted differences between the European settlers are negligible indeed. The discussion of the revolutionary war against the mothercountry, which is explained in terms of the rights of self-government and representation, includes the history of a free, black slave who fought (and lost) domestically for his right to be represented and treated as equal. "We [blacks] are not allowed the Privilege of freemen of the state, having no vote or influence in the election of those that Tax us."(TB, p.125) Likewise, the text addresses the fear of the Continental Congress that "blacks would take the idea of freedom too seriously and wondered if such thinking might encourage slaves to revolt."(TB, p.126) On the basis of this apprehension, George Washington, reportedly, recommended to prohibit Blacks from enlisting in the army.(Ibid.)

A textbook which takes such a candid look at the nation's history is more likely to avoid a one-sided glorification of the American past. Indeed, the authors of A Republic maintain that the notion of freedom and equality for all Americans emerged gradually. The struggle for equal rights reportedly continues today as other groups, such as women and Hispanic Americans, demand equal treatment.(TB, pp.674-680) The text also takes a second look at the symbols and myths of America and often presents a less common view. Even the great symbol of the American West, the American cowboy, is not immune from scrutiny. The authors explain that the American cowboy has his roots in Spanish culture and earns his popularity from the adaptation of Spanish words and customs. (TB, p.375)

Likewise, the authors take a dim view of the "pull" that America exercised on the minds of the Europeans. The increase in immigration between 1845 and 1854 was, reportedly, due to a variety of reasons:

"The South, with its system of slave labor, was generally unattractive to these immigrants, but the North, with its expanding economy and need for workers, seemed truly a land of opportunity. Steamship companies, which could load their vessels with immigrants for the return voyage to the United States, and manufacturers, who were looking for cheap labor for their factories, actively promoted this image of America...However, the immigrants were not told about the competition for jobs and housing they would find in the United States."(TB, p.271)

In the context of the immigration wave in the 1850s the text first mentions the negative reaction to the non-English immigrants. A Republic is one of the few texts which highlights the economic causes of anti-foreignism in the 1850s: "Immigrants competed for jobs and, with the increase of labor supply, wages declined. Furthermore, when native-born workers went on strike for higher pay, immigrants were often hired as strikebreakers." (TB, p.272) Having established an economic basis for anti-foreignism, the text also mentions the social and religious tensions between new immigrants and persons born in the United States. The authors, however, do not provide specific examples of anti-foreign resentment towards the north European immigrants, such as the ones given in The Pageant. As in the other textbooks in this analysis, Carl Schurz is again celebrated as a "Crusader for democracy" due to his active public life and stand against slavery. (TB, p.271)

The description of the large scale immigration of Eastern and Southern Europeans in the 1880s, however, depicts the hatred that these immigrants encountered with concrete examples and quotes of slurs. A newspaper editorial, for example, alleged that the country was undergoing

"an invasion of venomous reptiles...long-haired, wild-eyed, bad smelling, atheistic, reckless foreign wretches, who never did a day's work in their lives. New immigrants also encountered discrimination, Jewish immigrants...were denied entrance to the nation's better universities, and it was difficult for Jews to get office jobs in New York City." (TB, pp.429-430)

Although the authenticity of the editorial comment is not questioned, the benefit of quoting these racial slurs in a textbook is of dubious educational value. To be sure, these slurs show that prejudice and ignorance are not recent-day phenomena. Yet, it produces an awkward dilemma for the textbook editor: to print them undisputed confirms their validity, to counter them with a list of contributions that these immigrants made to American society resembles tacit acceptance and defensiveness. In the text the latter approach was chosen, as the following example of an immigrant contribution demonstrates. The quoted paragraph succeeds the above quote and is entitled "Contributions to American Society":

"When the first attempts were made to start symphony orchestras and opera companies in the growing cities, most of the musicians and virtually all the conductors were foreign born. Italian, German, and Jewish immigrants filled the audiences to hear music they remembered from Europe. Immigrants helped shape the look and feel of nearly every city and made a lasting mark on the evolving urban culture."(TB, p.430)

This well-intentioned attempt to rescue the reputation of the immigrants, however, fails to address the non-rational issue of prejudice and xenophobia. It should be noted, however, that A Republic generally does not shy away from addressing the issue of discrimination. It was mentioned already that the text closely follows the progress and plight of African Americans. Other victims of discrimination were reportedly Mexican Americans, Italian and German Americans during the Second World War, and, most visibly Japanese-Americans in the wake of Pearl Harbor.(TB, pp.616-617) Unlike other texts in the American history category, A Republic does not attempt to seek reasons for the three-year internment of Japanese-Americans but simply reports on this episode. There is no mention of the compensation that the Japanese-Americans received after the war.

The attitude toward European affairs is one of benevolent neglect. While the text does not indicate a particular affection or dislike for things European, Europe is considered past history. It is no coincidence that half of European coverage takes place in colonial America. In spite of the, at times, critical attitude towards American history and its treatment of minorities, the United States is portrayed as a dynamic country, shaped by and deeply committed to its democratic tradition. Like other American history textbooks (and not only these) the text closes with a reminder of the challenges ahead.

Noted Changes from the 1981 Edition to the 1990 Edition of The United States, A History of the Republic

A comparison between the first edition of the previously analyzed textbook with the most recent edition written by the same authors offers interesting insights into the direction of textbook writing. The comparative approach of a geography text [2] demonstrated the text's resilience to change. Except for an insignificant rearrangement of maps and atlases, there was no change in contents observed. A Republic, on the other hand, has undergone some significant changes in the most recent edition.

From a purely visual perspective, the 1990 edition appears more attractive: the chapter layout has been improved, the ratio of pictures to text is higher, and the number of pedagogical aids and special features has vastly increased. In particular, a new special feature named "Writing about history" was added which instructs the student on academic research, library use, and mundane questions such as "how to avoid plagiarism." The tone of writing is also livelier; in addition, the authors have cut previous long sentences into short one-liners. The new edition has also expanded in size and has added 118 pages.

These new pages, however, have not led to an increase in the coverage of more recent Western European history but were used for special features and to deepen historical information on domestic issues including the more recent developments in the United States. The last recorded references to Western European relate to a strengthened political relationship with the United States and increased competition. These references, however, are not Europe-specific but general in nature and appear in a different context.

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[2] See the analysis of two different editions of the geography textbook Nations of the World [C. 2.2.].

"By the end of 1960, Cuba was clearly moving into the Soviet camp. As a result, President Eisenhower broke off diplomatic relations with Cuba on January 3, 1961, 17 days before his term of office ended. Between 1945 and 1960, the United States had strengthened its relationship with the industrialized nations of Europe and Asia. In the competition with the Soviet Union for allegiance of other nations, however, the results were less certain."(TB, p.709)

The other fleeting reference to Western Europe concerns a note on increased Japanese and Western European competition on the world markets. Apart from these rather bland remarks on the state of US-European relationship, the truly last European entry describes President Kennedy's visit to Berlin in 1961 and his declaration: "I am a Berliner."(TB, p.735) Thus, in spite of the significantly enlarged coverage of American history after 1961, there has been no corresponding increase in European coverage. On the contrary, an in-depth comparison of the treatment of US-European themes, such as Colonial America and European immigration, demonstrates that the new edition has cut down on Western European coverage. Before providing some examples to document the changes, it is significant to note that the decreased European coverage is matched by increased coverage of the experience of the minorities and women in the United States. Nevertheless, the following examples will document some of these changes and illuminate the implications of these changes.

At the outset coverage of pre-Columbus America has increased and the chapter "England's New World" has disappeared. Instead, the chapter on "Life in Colonial America" was enlarged to discuss the New England colonies. The discussion of immigrant groups in the 18th century is shortened in the new edition but contains essentially the same information. Likewise, the description of the large scale immigration between 1845 and 1854 has declined by roughly half a page. Although Davidson and Lytle still report on the "push" (namely failed revolution in Germany and poor potato harvest in Ireland), they have taken out the reasons that constituted the "pull" to America (i.e., manufacturers who were looking for cheap labor and steamship companies promoted an image of America as a land of opportunity). There is also a slight difference in the special feature on Carl Schurz. The new edition lists Carl Schurz as a "notable American" and also includes a photograph.

The coverage of the period from 1865 to 1900 now includes a subchapter on "Europe's Imperial Drive" which discusses the economic reasons for European expansion and introduces the student to the ideological underpinnings of imperialism embodied in the concept of the "white man's burden." With the exception of some highlighted titles -"Appeasement in Munich" and "A German-Soviet Pact"- the discussion of World War I and II has not changed significantly. The Holocaust is still discussed in the subchapter on allied victory but has received a separate section and increased visual footage. Post-war coverage has not changed but is again due to the Marshall Plan and some brief paragraphs on NATO.

As in the previous editions, European cooperation in the form of the ECSC, the "Common Market," or in any other form is not mentioned in A Republic. The implications of the changes in the new edition do not bode well for chances of increased European treatment. Instead, on a relative scale, the European presence is diminished. The decreased treatment of European immigrants leads to a qualitatively different evaluation of the role of Americans with European ancestry. Furthermore, the focus on the negative aspects of European history, i.e., European imperialism and Two World Wars, is enhanced by the gradual disappearance of Western Europe coverage after 1945. In short: Europe appears even less relevant in the new edition and the students are not only left in the dark regarding the current transatlantic relationship but they are also not motivated by the text to explore this significant global connection.

Conclusion

Among the texts surveyed, American history textbooks demonstrated the greatest interpretative coherence. The consistency of viewpoint may be due to the co-authorship of only two authors for each text. Unlike the majority of basal global history texts which are the collaborative effort of a multitude of experts in each respective field of study, the American history textbooks have each approached the national story with one voice, albeit noticeably different for each text.

The presentation of Western Europe revolves around several key themes. These same themes are treated with differing emphasis in each text. According to the respective approaches to American history, the textbook authors have arrived at distinct conclusions and portrayed a different picture of Europe in relation to its transatlantic partner. Before listing the main points of US-European contacts, it is interesting to note that in spite of the contrasting approaches, the total quantitative coverage of Western Europe is roughly equal in the three texts, namely 14.5 percent in A History of the United States by Boorstin and Kelley, 14.4 percent in The American Pageant by Bailey and Kennedy , and finally, 15.3 percent in A History of the Republic by Davidson and Lytle. This similarity in the scope of European coverage suggests the existence of a "checklist of events" and US-European involvements that the authors have predetermined as significant and necessary for inclusion. In this analysis the significant US-European points of contact found in all texts are the following:

- European origins of Colonial America;
- immigration from Europe in the 17th and the 19th centuries and the domestic reaction to the immigrants;
- relationship to Britain and to the "Old World" in general;[1]
- US involvement in World War I and World War II;
- approach to Nazi Germany and the Holocaust;
- post-1945 developments.

While each text's discussion of the above points reflects the textbook authors' interpretation of the United States as a nation at home and abroad, the influence of the authors' viewpoint is most dramatically noted with regard to the immigration issue. In a nation that consists mostly of immigrants, the discussion of national groups and their interaction in the United States is, as a matter of course, reflective of the authors' beliefs about such a society. In spite of many similarities, the texts present three distinctive approaches to American history and, to some extent, three different interpretations of American society today. With regard to European immigration to the US over the centuries, Boorstin and Kelley have adopted the "melting pot" interpretation of American society. Bailey and Kennedy have used a "patchwork of different ethnic groups" approach, and Davidson and Lytle have gone a step further and interpreted American History as a public arena where groups struggle for recognition.

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[1] The stated reasons for the separation of the new colonies from the mother country are not relevant for this analysis and are therefore not analyzed. Moreover, the study looks at the texts' reasoning regarding the different character of society in the United States and, in particular, how this different character is asserted in comparison with Britain or Europe as a whole.

A History of the United States represents, at first look, the most American-centered text. This impression, however, is deceiving. Although the text, from the first unit on, claims to discuss "The Making of the Americans" and often asserts the distinctive American character, this American character appears inexorably influenced by the heritage of the Old World. As mentioned earlier, Boorstin and Kelley's interpretation of American society resembles the melting pot theory. Probably due to this interpretation, A History does not discuss xenophobia (termed in all textbooks analyzed "anti-foreignism") in the context of the topic of immigration, but only towards the end of the text when the authors discuss the issue of civil rights and unequal treatment in the United States. In this context the authors assert that, initially, every immigrant group had suffered discrimination without having had "civil rights or constitutional amendments passed to protect them."(TB, p.701) Their example of discrimination against Irish-Americans and German-Americans in the US, however, does not so much explore the immigrants' case but, instead, uses their prior circumstance as a successful model for presently discriminated groups.

The American Pageant is the text longest in print. Being the "oldest" text, The Pageant is also the least detached, or the least "objective" text: Individuals and peoples have strong character traits, including the "Yankees" -as Bailey and Kennedy assert. Although The Pageant takes sides in conflicts and often praises the wise handling of political affairs in the United States, it is not uncritical towards American politics and the "American character." Since Bailey and Kennedy do not claim the melting pot theory for American society, they report freely on anti-foreignism as an accompaniment of early immigration. Furthermore, in accordance with their interpretation of America as a "patchwork of distinctive groups," The Pageant perpetuates popular conceptions by portraying European immigrants as "pugnacious Paddies"[Patricks=Irish-Americans], "lordly Britons," and "industrious Germans." The negative reaction that these immigrants encountered upon their arrival in the United States is traced back less to economic than to religious reasons. Nevertheless, the text's emphasis on the particular "breed" that the old world immigrants came from (and which reportedly shaped the American character) suggests a more "Eurocentered" outlook.

At the same time, The Pageant, as well as A History, assert a distinctive American character due to the intermingling of (initially, at least) European peoples and to the challenges on the American continent. Explicitly acknowledged in these texts is the "fact" that America received some of the finest individuals from Europe. Regarding the German influx in the 19th century, for example, the texts imply that the liberty loving Germans emigrated in the 19th century, whereas the timid stayed behind.

The United States, A History of the Republic has taken a different approach. While the authors recognize the importance of European immigrants in the past centuries and also discuss the negative reaction to the immigrants, A Republic is only mildly interested in the nativists' reaction to the influx of the non-English stock. As pointed out in the case analysis, this anti-immigrant backlash is described as economically motivated. The text focuses less on the immigrants as a source of tension and more on racial relations between black and white Americans. Although this text does not announce in its introduction the inclusion of "invisible" groups such as African Americans, the authors have, in effect, given special consideration to African Americans and other historically disadvantaged groups in their national story. It is important to note that the quantitative coverage of Western Europe in A Republic is equal to the coverage in the other texts. Yet, more than half of the coverage refers to the period prior to the American Revolution. Davidson and Lytle have clearly delegated the influence of Europe on the emerging new country to this period. From 1763 onwards, Europe appears to lose its importance for the United States. It is indicative of the authors' focus that each report on immigrant groups is followed by a discussion of the status of African Americans. Moreover, the most current edition has reduced the treatment of European immigrants in the text -in spite of an overall enlarged textbook.

The second point of reference, the image of Britain and the presentation of the US-British relationship in the respective texts, would deserve greater analysis. However, this analysis will only highlight how the authors distinguish America from Britain, i.e. the "Old World" and Europe, and what this separation implies for the image of Europe in the text. Again, the texts are each consistent in the portrayal of this relationship. All texts claim the distinctively different character of the American polity and the American man/woman. A Republic expresses open disdain for the stratified British society; the text implies, moreover, that the torch of democratic and representative government has passed on to the United States. Terms such as "mother country" are avoided; in addition, the notion of ideological bonds between the US and Britain is not entertained in this text. A History, on the other hand, has not taken an equally detached view of Britain. Boorstin and Kelley, instead, assert the existence of powerful, unseen forces which bind the country to Britain -particularly in times of crises such as the Two World Wars. The Pageant appears to have taken a largely benevolent, but not overly concerned, attitude towards Britain and the European continent. As pointed out earlier, the authors assume that the best and the brightest are already in the United States. In order to distinguish the United States from Europe, the three texts have often presented the worst images of European society.

The transatlantic relationship comes into sharper focus in the discussion of the Two World Wars. At the outset, the three texts maintain that the United States would have preferred non-involvement in both conflicts. Likewise, the texts place a high premium on German acts, such as the Zimmerman note and submarine warfare, which reportedly changed America's initially proclaimed neutrality. A Republic highlights economic aspects and asserts that, prior to the First World War, Germany had posed a significant threat to United States interests in Latin America. Additionally, the authors demonstrate that economic ties caused the United States to lean towards the Allies from the outset of the conflict. The US relationship to Western Europe is thus defined in largely economic, utilitarian terms. While A History also discusses US-Allied trade as indicative of early American involvement, Boorstin and Kelley, nevertheless, place emphasis on the moral dimension. Apart from the strong linguistic and philosophical bonds between the

Allies, the textbook authors assert that the militaristic and authoritarian character of imperial Germany was repulsive to Americans. The US-European relationship is discussed in moral and, only secondarily, economic terms.

The Pageant presents American military involvement in moral as well as economic terms. On the one hand, Bailey and Kennedy claim that America earned "blood money" in the early stages of the war. Selected cartoons, on the other hand, portray an infamous Germany bent on destruction and evil that demands American interference. Reportedly, the "depredations of the (German) submarine" and the Zimmerman telegram forced the President's hand and brought about the American declaration of war. The Pageant's assessment that the United States in WWI had to chose between a "gang of thieves" [the Allies] and a "gang of murderers"[the central powers] is indicative of the authors' general attitude towards Western Europe. The presentation of the First World War, however, includes vague references to future, if not inevitable, conflict initiated by Germany. The text expresses a deep distrust towards German intentions in its references regarding the German "menace," the German "hun," and the German "war machine" that was not sufficiently defeated to prevent another conflict. This suspicion is less emphasized in the other texts which concentrate more on the defeat of the Treaty of Versailles in the American Senate and the failure of the United States to join the League of Nations.

In the presentation of the Second World War, The Pageant identifies Hitler as the "misbegotten child of the post-war policies of the Allies." Adolf Hitler is likened to an "intoxicant" that corrupted the German body politic. Henceforth the authors refer to "Hitler's war," "Hitler's persecution of the Jewish population," "Hitler's assault on Russia," and even the German army is termed "Hitlerian invaders." Finally, in the description of the concentration camps, Germans who conducted and oversaw the Holocaust were identified as "Nazi Germans." [Concerning the Genocide, Bailey and Kennedy assert American wartime knowledge of the occurrence, but ignorance regarding the actual dimension of the death toll.] Likewise, Americans who opposed plans for a post-1945 industrialized Germany are identified in the text as "Hitler-haters." While this demonization of Hitler, and, even more importantly, this separation between Hitler as the evil spirit on the one hand and the Germans as the intoxicated prey on the other hand, are in principle unhistorical, they do enable the text to describe American post-war aid to West Germany as a logical and non-contradictory policy (see also the conclusion of Western civilization texts).

Boorstin and Kelley also concentrate on the charismatic personality of Adolf Hitler and his biography. A History, however, does not distinguish between Germans or Nazi Germans and/or Hitler. Instead, the text identifies the Germans as inventors of the concentration camp and as the murderers of innocent victims. According to Boorstin and Kelley, punishment after the war was swift. Hundreds of German soldiers were executed and half a million other Germans were punished by other means. With the justification for this retaliation established, the text continues to report on Marshall Plan aid and West Germany's NATO membership.

A History has placed the rise of the Nazi party in the context of totalitarian dictatorships in Europe. Hitler's appeal is interpreted mostly on economic grounds and against the backdrop of the despised Treaty of Versailles. Conspicuously absent is a biographic sketch of Hitler. In the discussion of the Second World War mention is made of German armies and German victories during WWII, but the motivation behind the war is described as "Hitler's aggression." German responsibility for WWII is again relegated to Hitler's belligerence. The Holocaust and the Nazi's domestic policies are first discussed in the context of allied victory, i.e. when the victorious Allies liberated the concentration camps. Only in this context does the text refer to "Nazi Germans." The Nuremberg trials are not mentioned; Marshall Plan aid to Germany is explained in terms of the need to rebuild Europe and thereby forestall communism.

After the European recovery plan and the Berlin crisis, coverage of Europe ceases in the texts discussed. To be sure, The Pageant and A History briefly discuss Premier DeGaulle's policies, albeit in disapproving terms. In fact, it is only due to Premier DeGaulles's obstructionist policies in NATO and the EC that the student learns about the existence of NATO and the "Common Market." Otherwise, no recent European head of government is mentioned by name or deed. A Republic, on the other hand, does not mention European cooperation; furthermore, NATO appears as a faceless bulwark to Soviet expansion in Europe. This lack of interest in post-1945 Western Europe is not to be explained solely by American involvement on other continents. As the comparative review of two consecutive editions of A Republic indicates, more current texts are even less likely to increase coverage on the European presence, but instead tend to trim the European contribution. On the basis of these texts, the American student is ill-equipped to form an intelligent opinion regarding US foreign policy challenges ahead.

D. SUMMARY OF FINDINGS

Determining the most salient findings from a detailed study such as the present one is, ultimately, a subjective exercise. The reviewers will only highlight several features which frequently appeared in the analyzed textbooks; for a more detailed and specific account within the textbook category, the reader may consult the respective "Conclusions" at the end of the subchapters.

On the assumption that modern Western Europe and Germany - as the focal point of Western European integration - are essential for a student's understanding of the present, the most striking findings of this investigation relate to the following issues:

1. In the social studies textbooks of the 1960s through the 1980s, Western European quantitative coverage until 1945 in world history or global history textbooks is significant, but almost invisible after 1945. The charge of Eurocentrism leveled against these textbooks is fully justified. The "abundance" of information on Western Europe prior to 1945 strongly contrasts with the virtual absence of Western Europe (and Germany) after 1945 - particularly in the world history textbooks. Apart from repercussions of WW II, such as the Marshall Plan and the Berlin Blockade, the reviewers noted a remarkable degree of underreporting from 1945 to the present. The significance of the EC's emergence as an economic power and the implications of this development for the US are not addressed in the textbook literature.

2. In spite of the virtual absence of Europe and Germany after 1945, the commitment and the cultural and ideological indebtedness of the US to Western Europe is not questioned in the textbooks. Western civilization textbooks, in particular, assert the ideological-cultural orientation of the US as decidedly Western. [Young American students are identified as representatives of the Western people.] The majority of basal texts for the lower grades treat the uniqueness and superiority of the Western experience as self-evident. While the study of western civilization from a historical perspective is sanctified, the student is not provided with reasons to study the European Community or the development of the Federal Republic of Germany from fierce adversary to loyal ally and key participant in the united Europe.
It may be true that in a particular understanding of US foreign policy after the war, and because of the unprecedented success of the Marshall Plan and NATO, Europe may not have been a key area of US concern. Particularly Germany may have appeared as a dependent, rather than as an independent variable. The sudden resurgence of Europe as a key area in world politics seems to indicate, however, that the developments up to this point would have warranted closer attention.

3. Western Europe is not presented as a geographic or political region, but as an area with distinct nation states. Britain, France and Germany are covered while other, smaller states remain unmentioned. Among these geographic entities, the successful development and creation of a nation state is presented as a parameter of (national) progress.

4. Few textbooks avoid the pitfall of the "model country" approach: The United Kingdom stands for the development of parliamentary democracy (and the virtue of fairness, exemplified by its emphasis on cricket, e.g.). France represents high culture and the development of human rights and other social changes. However, Germany appears as the champion of conflict and war. The texts fail to show converse influences and repercussions of national developments between European nations; instead the respective national development is presented in isolation. This prevents the student from understanding internal and oppositional developments in a country, international links and mutual dependencies between nations. In addition, the presentation of Europe's long and rich past suffers from a ubiquitous "presentism" perspective which denies the student the understanding of the contextuality of historical events.

5. Under the guise of spatial constraints, authors frequently revert to a "checklist approach". They present a catalogue of names, places and events, often out of context, which fulfill the canon of "historical literacy" in dictionary form. In spite of the expressed regard for the findings of social history, most texts treat "great men" as the determining forces in history. The high degree of personalized history in the textbooks surveyed distorts the view of historical conditions and the influence of the physical and the political environment.

The coverage of Germany shares in all the shortcomings of the findings on Western Europe in general. The perceived shortcomings, however, are, at least in some cases, particularly consequential for the treatment of Germany and give rise to the following observations:

6. The eclipse of the period after 1945 tends to suggest that German history ended with the Holocaust and that there is an intrinsic teleology to German history, from the Teutoburger Wald to Buchenwald. The period after 1945, in that interpretation, knows a Germany - or rather two - that are both non-descript satellites of their respective superpowers.

7. On the basis of "statism," the issue of the "belated" German unification assumes primary importance. If indeed, as the texts imply, early nation-state building is the measurement of national progress, Germany, in the European context, has failed. It is interesting to note that Germany is frequently grouped with Eastern Europe in the chapter division of the textbooks. This "outsider" position of Germany, regarding the nations who have shaped Western civilization, is also explicitly affirmed in a number of texts.

8. The predominance of the "model country" approach, which isolates Germany as the prime example for conflict and war, leaves no room for the delineation of the democratic and anti-authoritarian traditions in German history. Coupled with the failure to stress the development of post-war West Germany as the most stable democracy in Europe, the American student is entirely at a loss to understand why the Germans have been the most loyal allies of the US, and why a "velvet revolution" in the East led to the unification of Germany and the end of the Cold War. One of the most significant feature of post-war German history has been the effort toward reconciliation. Yet, neither the German-Israeli relationship nor the Franco-German friendship treaty (nor the agreements with Poland and the CSFR) are included in the historical accounts. While Germany's re-emergence as a central force in world politics cannot be

discussed in isolation from these policies, Germany could also serve as a case study that not one people has a monopoly on evil or military adventure.

9. The significance accorded to "great men" as the shapers of national histories implies, to some extent, a German leadership problem. The emphasis on personalities is particularly pronounced in the case of Hitler who assumes center stage in the history of Germany. With abundant, lurid descriptions of Hitler an understanding of the period and the forces which were instrumental in his rise to power is difficult to gain (see also recommendations). Frequently, the textbook authors have made a distinction between Hitler as the evil spirit on the one hand and the Germans as the intoxicated prey on the other hand. While this distinction is not only an over-simplification, it is unhistorical.
Hitler, vile as he was, did not rise to power in a vacuum but was helped by structural connections and forces larger than himself. Only very few texts address both the uniqueness of nazism and the Holocaust **and** its connection to the larger phenomenon of European fascism in the 20th century.

10. Particularly after the experience of the twentieth century, the Germans will have to live with the fact that history matters. With that in mind, it comes as no surprise that more recent (West) German coverage in the geography and the Western civilization texts has a slightly menacing undercurrent: German technological prowess appears threatening with reference to past German aggressiveness as supporting evidence. The German work attitude, while praised, appears suspect. In the eyes of the foreign observer, there is a connection between the older German image of obedience and duty and the new (West) German image of economic success.

It must be emphasized, however, that not all texts were found lacking in all respects noted above. The world history texts Links by Dunn et. al. and Perspectives by Jantzen et al., have avoided some of the pitfalls listed above - such as the "model-country" approach and a strong "Eurocentric" orientation. Likewise, Western Society by McKay et al. has successfully incorporated the findings of social history and also provided coverage of more recent Western European history. Furthermore, geography texts have used new approaches, such as the key-concept approach, with interesting implications for the teaching of geography.
Of course, this evaluation is not a reflection on the overall quality of the textbooks analyzed.

E. RECOMMENDATIONS

Pursuant to the pragmatic goal of this study, we do not want to leave it at the diagnosis of deficiencies in the textbooks under investigation, but we would like to suggest possible remedies. Although not all of the diagnosed deficiencies can be remedied, the recommendations below will address some key weaknesses found in the texts by suggesting different approaches. Furthermore, much of what we have remonstrated against may not be curable through more or better textbook coverage: it may be that textbook accompanying materials and the use of the new media in social studies teaching will help in many ways.

With that in mind, here are some recommendations that seem to us to be appropriate:

1. Overall Western European coverage - which is quantitatively sufficient - should be differently apportioned so as to allow for an improved coverage of **post-World War II** Europe and its relationship to the United States. The EC and NATO warrant a separate discussion each. Because of the diversity of coverage, no general recommendation can be made as to what of the existing coverage ought to be omitted in order to make room for new materials.

2. Within the enlarged coverage of the last four decades, emphasis should henceforth be on the specifically European developments in education, philosophy and the arts, as well as of **integration** and **reconciliation**, including the attempts at a uniform foreign and economic policy.

3. Avoiding the "model-country" approach, greater consideration should be given to **interdependencies** in European history and links between historical developments. In depicting the dynamic quality of European society, the student will be encouraged to look across borders and explore international connections of the past and present.

4. Treatment of economic and technological aspects and the **global linkages** of these areas in present day politics should be strengthened, as the relationship in those arenas will become much more important than the confrontational stories of security and detente in the past, or the story of an individual nation state.

5. The inclusion of **social history** (everyday life, women and minorities, migration etc., as evidenced in some of the textbooks studied) would help to render the texts more "relevant" (specifically to a demographically shifting school population), more readable, and more accessible to students socialized on television and other media. It would, because of the intrinsic similarity of peoples' experiences around the world, help to avoid facile stereotypes and the perpetuation of bias.

6. With regard to the treatment of **Germany**, it would appear that four relatively simple measures would help to present a picture to the American students and teachers that they would find less contradictory than the one currently dominant:

a) coverage of the **last 45 years** of German history, commensurate to the political, cultural, and economic importance of the country in the European context and in the Atlantic Alliance;

b) greater emphasis, in the historical portions, on the social and political traditions in German history that explain its strong **federalism** and render plausible its commitment to democracy in the post-war era, and explain the specific features of a **social market economy** with its emphasis on social **welfare, national health insurance**, and a model system of **free vocational and higher education**. Such a picture would contribute to rendering Germany an interesting case study also for minority students in the United States.

c) the description of the country's technological prowess, linked to the dependence on export, and of **social peace** as a consequence of successful **co-determination** between labor and management, will, if correctly presented, suffice to offset the fairy-tale image of Germany as a romantic museum, on the one hand, or as a 1984-like society where everybody has "a passion for perfection," on the other:

d) incorporation of more recent and more differentiated research on the **Third Reich and the Holocaust**. In particular, a stronger consideration of the **Jewish** experience, Jewish life and Jewish suffering, in the account of their destruction, is required. The vast majority of texts present the Jews and other victimized groups as passive objects rather than as active and living populations. The narrow and often one-sided (most texts are Hitler-centered) treatment of the Nazi Genocide suggests self-sacrifice and, at worst, gives the impression of silent complicity on the part of the victims.

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EUROPE IN U.S. SOCIAL STUDIES

Textbooks and Teaching Materials

(Case Study: Germany)

EXECUTIVE SUMMARY

by

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The present study "Europe in U.S. Social Studies Textbooks and Teaching Materials" was made possible by a grant from the German Marshall Fund of the United States (GMF) and the logistical support of the American Institute for Contemporary German Studies (AICGS). Numerous experts - in particular the National Council for the Social Studies (NCSS), the American Textbook Council, ERIC Clearinghouse for Social Studies/Social Science Education, and a host of individuals contributed to its completion.

The focus of the analysis is on the representation of Western Europe in four categories of social studies textbooks most widely used in US classrooms:

- World History/Global History;
- World Geography;
- Western Civilization/European Civilization;
- American History.

Within this framework, Germany serves as the object of an in-depth case study.

HYPOTHESIS

The working hypothesis of the study is based on the following tacit assumptions:

- Europe, because of the dramatic events over the past 18 months, will assume a renewed importance for US foreign and economic policy in the next decade and, perhaps, the next century. One of the ways to take cognizance of this development is to impart, through the school curriculum, a profile of Europe commensurate with this importance **and** that is meaningful to an everchanging American school population;

- the presentation of the European heritage in American culture and society in the relevant textbook literature of the past decade and the immediate present does not reflect the current and probable future state of affairs and, therefore, does not prepare the American student adequately for dealing with this vital issue;

- the charge of Eurocentrism leveled against the American curriculum and the textbook literature in the social studies, while justified to a large extent on the basis of the current content and scope of European material included in these textbooks, could perhaps be neutralized, to the benefit of all concerned, if a somewhat more differentiated picture of Europe, in its interaction with the US and other parts of the world, were presented.

RATIONALE

The role of textbooks in the modern classroom, particularly in light of the advent of new instructional technologies, is unclear. Yet most experts in the field seem to concur that they are going to be here to stay for a considerable period of time, certainly to the end of this century. And the financial situation of most school districts in the US which precludes the acquisition, on a large scale, of alternative state of the art equipment, will ensure that topics to be discussed in social studies will continue to be determined by what is included in the relevant textbooks, and the way in which that content is presented.

Furthermore, as recent debates in the US have shown, textbooks continue to be politically controversial, on the local as well as on the national level. They convey a certain view of the world and of this country, of the prevalent value system, and the national identity. The depiction of other countries, the inclusions and omissions of significant parts of their histories are indicative of prevalent ideologies and political perceptions at home considered to be sufficiently important to be transmitted to the next generation. This characteristic is at no time more apparent than in periods of great political and social upheavals.

The German Marshall Fund of the United States commissioned the present study when it was becoming clear that events in Eastern Europe over the past two years - the disintegration of the Iron Curtain, the end of the Cold War, the fall of the Berlin Wall - had changed the political landscape considerably. In addition, the projected economic and political union of Western Europe after 1992 - which is suddenly faced with the dilemma of either consolidating Western integration achieved thus far or expanding into the new open spaces of the East - presents new challenges and opportunities for world trade and world peace. The unification of Germany which has, once again, underscored the fact that Germany is the West of the East and the East of the West, is the most spectacular manifestation of these changes in Europe.

For the United States, this emergence of a new Europe and a new Germany means a radical rethinking of its past policies and a reorientation of its priorities. This comes at a time when, due to the demographic shifts in this country and the geopolitical responsibilities to the south and the Pacific west, the traditional preoccupation with Western Europe has been declining.

The educational establishment in the United States, in particular, those responsible for curricular reform, are challenged to cope with this new situation. The old textbooks in the social studies are suddenly obsolete, the political upheavals occur faster than new texts can be commissioned.

Conversely, European countries have an understandable desire to be portrayed in a manner which reflects their recent developments and accomplishments. This desire may, however, militate against the current US educational imperative to rethink the canon of cultural literacy in favor of stronger inclusion (and improved textual representation) of traditionally marginalized groups in American society. The demand for more adequate treatment of non-European civilizations is supported by the changing demographics of both the state and national populations. Demographic projections show that the numbers and percentages of children of non-Western descent are rapidly increasing within the US population. Creative new thinking is required to mediate between these legitimate demands.

METHODOLOGY

The current study is an attempt at helping to remedy the situation, at a moment when the volume of objective changes in the factual material alone, necessitates that practically all social studies textbooks will have to be re-written. Its goal is to

- identify avoidable imbalances, both quantitative and qualitative, in the representation of Western Europe as a whole and of Germany in particular;

- point to a number of areas in which the representation of Europe as a whole (and of Germany in particular) tends to obfuscate rather than enlighten the American social studies student and teacher on the development and current significance of Western Europe, especially in its past and present relationship to the US;

- highlight some of the reasons why this may be so;

- make suggestions for future improvement.

The guiding principle of the study is descriptive and pragmatic, rather than normative and theoretical. The authors did not attempt to superimpose a particular reading of European and German history on American social studies textbooks and pass it along as the truth. They are not interested in fighting national stereotypes; and they are aware of the fact that, even if these goals were on their agenda, there is no way to implement them in a changed curriculum or even to achieve a reasonable consensus on a broad enough basis. The study, therefore, represents an encouragement to all concerned to make creative use of its findings in order to achieve better results for the ultimate users of social studies textbooks : the American students trying to understand the world in which they live, and their teachers guiding them along in this endeavor.

The study is both a quantitative and qualitative analysis, following internationally accepted and tested models as well as a transparent set of criteria, such as

"mode of presentation," "coverage," "accuracy," "context," and "slants and biases."

The study goes beyond the traditional models of textbook analysis in that it applies these criteria to the entirety of the historical account of Europe and Germany, not only to some exemplary periods. If the US and Europe are to tackle the problems of the next millennium together - and, after the recent collapse of the Soviet Union as the previous second superpower, that seems to be the most likely scenario - than it is imperative that America's next generation learn about their European allies and the entirety of their traditions and contributions to mankind. International problem-solving requires empathetic insights into the values and modes of action of different national cultures. These insights can be conveyed through textbooks - nurturing them remains the task of the social studies teachers. They deserve the best teaching materials they can get.

SUMMARY OF FINDINGS

1. In the social studies textbooks of the 1960s through the 1980s, Western European quantitative coverage until 1945 in world history or global history textbooks is significant to the extent that these titles are, for the most part, a misnomer. The charge of Eurocentrism leveled against these textbooks is fully justified. The "abundance" of information on Western Europe prior to 1945 strongly contrasts with the virtual absence of Western Europe (and Germany) after 1945 - particularly in the world history textbooks. Apart from repercussions of WW II, such as the Marshall Plan and the Berlin Blockade, the reviewers noted a remarkable degree of underreporting from 1945 to the present.

2. In spite of the significant degree of underreporting of Europe and Germany after 1945, the commitment and the cultural and ideological indebtedness of the US to Western Europe is not questioned in the textbooks. Western civilization textbooks, in particular, assert the ideological-cultural orientation of the US as decidedly Western. [Young American students are identified as representatives of the Western people.] The majority of basal texts for the lower grades treat the uniqueness and superiority of the Western experience as self-evident.

3. Western Europe is not presented as a geographic or political region, but as an area with distinct nation states. Britain, France and Germany are covered while other, smaller states remain unmentioned. Among these geographic entities, the successful

development and creation of a nation state is presented as a parameter of (national) progress.

4. Few textbooks avoid the pitfall of the "model country" approach: The United Kingdom stands for the development of parliamentary democracy (and the virtue of fairness, exemplified by its emphasis on cricket, e.g.). France represents high culture and the development of human rights and other social changes. However, Germany appears as the champion of conflict and war. The texts fail to show converse influences and repercussions of national developments between European nations; instead, the respective national development is presented in isolation. This prevents the student from understanding internal and oppositional developments in a country, international links and mutual dependencies between nations. In addition, the presentation of Europe's long and rich past suffers from a ubiquitous "presentism" perspective which denies the student the understanding of the contextuality of historical events.

5. Under the guise of spatial constraints, authors frequently revert to a "checklist approach". They present a catalogue of names, places and events, often out of context, which fulfill the canon of "historical literacy" in dictionary form. In spite of the expressed regard for the findings of social history, most texts treat "great men" as the determining forces in history. The high degree of personalized history in the textbooks surveyed distorts the view of historical conditions and the influence of the physical and the political environment.

The coverage of Germany shares in all the shortcomings of the findings on Western Europe in general. The perceived shortcomings, however, are, at least in some cases, particularly consequential for the treatment of Germany and give rise to the following additional observations:

6. The eclipse of the period after 1945 tends to suggest that German history ended with the Holocaust and that there is an intrinsic teleology to German history, from the Teutoburger Wald to Buchenwald. The period after 1945, in that interpretation, knows a Germany - or rather two - that are both non-descript satellites of their respective superpowers. Frequently, the last German politician mentioned, after Bismarck, is Hitler.

7. On the basis of "statism," the issue of the "belated" German unification assumes primary importance. If indeed, as the texts imply, early nation-state building is the sole measure of national progress, Germany, in the European context, has failed. It is interesting to note that Germany is frequently grouped with Eastern Europe in the chapter division of the textbooks. This "outsider" position of Germany, regarding the nations who have shaped Western civilization, is also explicitly affirmed in a number of texts.

8. The predominance of the "model country" approach, which isolates Germany as the prime example for conflict and war, leaves no room for the delineation of the democratic and anti-authoritarian traditions in German history. Coupled with the failure to stress the development of post-war West Germany as the most stable democracy in Europe, the American student is entirely at a loss to understand why the Germans have been the most loyal allies of the US, and why a "velvet revolution" in the East led to the unification of Germany and the end of the Cold War. [One of the most significant features of post-war German history has been the effort toward reconciliation. Neither the German-Israeli relationship nor the Franco-German friendship treaty (nor the agreements with Poland and the CSFR) are included in the historical accounts.]

9. The significance accorded to "great men" as the shapers of national histories implies, to some extent, a German leadership problem. The emphasis on personalities is particularly pronounced in the case of Hitler who assumes center stage in the history of Germany. With abundant, lurid descriptions of Hitler an understanding of the period and the forces which were instrumental in his rise to power is difficult to gain (see also "Recommendations"). Frequently, the textbook authors have made a distinction between Hitler as the evil spirit, on the one hand, and the Germans as the intoxicated prey, on the other. This distinction is not only an over-simplification, it is unhistorical.

10. More recent (West) German coverage in the Geography and the Western Civilization texts has a slightly menacing undercurrent. German technological prowess appears threatening with reference to past German aggressiveness as supporting evidence. The German work attitude, while praised, appears suspect: it is this attitude that constitutes the connection between the older German image of obedience and duty and the new (West) German image of economic success.

It must be emphasized, however, that not all texts were found lacking in all respects noted above. The world history texts Links by Dunn et. al. and Perspectives by Jantzen et al., have avoided some of the pitfalls listed above - such as the "model-country" approach and a strong "Eurocentric" orientation. Likewise, Western Society by McKay et al. has successfully incorporated the findings of social history and also provided coverage of more recent Western European history. Furthermore, some geography texts have used new approaches, such as the key-concept approach, with interesting implications for the teaching of geography.

RECOMMENDATIONS

1. Overall Western European coverage - which is quantitatively sufficient - should be differently apportioned so as to allow for an improved coverage of post-World War II Europe and its relationship to the United States. The EC and NATO warrant a separate discussion each. Because of the diversity of coverage, no general recommendation can be made as to what ought to be omitted.

2. Within the enlarged coverage of the last four decades, emphasis should henceforth be on the specifically European developments of integration and reconciliation, including the attempts at a uniform foreign and economic policy.

3. Avoiding the "model-country" approach, greater consideration should be given to interdependencies in European history and links between historical developments. In depicting the dynamic quality of European society, the student will be encouraged to look across borders and explore international connections of the past and present.

4. Treatment of economic and technological aspects and the global linkages of these areas in present day politics should be strengthened, as the relationship in those arenas will become much more important than the confrontational stories of security and detente in the past, or the story of an individual nation state.

5. The inclusion of social history (everyday life, women and minorities, migration etc., as evidenced in some of the textbooks studied) would help to render the texts more "relevant" (specifically to a demographically shifting school population), more readable, and more accessible to students socialized on television and other media. It would, because of the intrinsic similarity of people's experiences around the world, also help to avoid facile stereotypes and the perpetuation of bias.

6. With regard to the treatment of Germany, it would appear that four relatively simple measures would help to present a picture to the American students and teachers that they would find less contradictory than the one currently dominant:

a) coverage of the last 45 years of German history, commensurate with the political, cultural, and economic importance of the country in the European context and in the Atlantic Alliance;

b) greater emphasis, in the historical portions, on the social and political traditions in German history that explain its strong federalism and render plausible its commitment to democracy in the post-war era, and explain the specific features of a social market economy, with its emphasis on social welfare, national health insurance, and a model system of free vocational and higher education. Such a picture would contribute to rendering Germany an interesting case study also for minority students in the United States;

c) description of the country's technological prowess, linked to the dependence on export, and to social peace as a consequence of successful co-determination between labor and management. This would, if correctly presented, suffice to offset the fairy-tale image of Germany as a romantic museum, on the one hand, or as a "1984"-like society where everybody has "a passion for perfection," on the other;

d) incorporation of more recent and more differentiated research on the Third Reich and the Holocaust. In particular, a stronger consideration of the Jewish experience, Jewish life and Jewish suffering, in the account of their destruction, is required. The vast majority of texts present the Jews and other victimized groups as passive objects rather than as active and living populations. The narrow and often one-sided (most texts are Hitler-centered) treatment of the Nazi Genocide suggests self-sacrifice and, at worst, gives the impression of silent complicity on the part of the victims.

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The study will be widely disseminated to institutions, organizations, and individual experts in the field. It will be made available to school districts, curricular experts, teachers and researchers through inclusion into the ERIC database, and it will be sent to all publishers of the textbooks analyzed.

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Washington, D.C., October 1991